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ABSTRACT

This manual is designed to aid the school administrator and staff in the interpretation of Pennsylvania's Educational Quality Assessment Report for Grade Nine. General background information is presented on the ten goals of quality education which were assessed. These goals include: self esteem; understanding others; basic verbal and math skills; health habits; interest in school; citizenship; creativity; vocational attitude and knowledge; appreciation of human accomplishments; and preparing for a changing world. Also presented are brief descriptions of the program's development, field testing, establishment of normative standards, and actual administrative procedures. The use and importance of input variables is described and illustrated in several norm charts. How expected scores are calculated is explained. A replica of a school quality report for a hypothetical ninth grade with important points noted composes a major part of the manual. The appendix includes: school information form; teacher questionnaire and graph of normal curve with Z scores and percentile equivalents. (MLP)

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Educational Quality Assessment

Manual for Interpreting Intermediate School Reports

Grade 9

Pennsylvania Department of Education
September 1973

Manual for Interpreting Intermediate School Reports

Grade 9

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Pennsylvania Department of Education
September 1973

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INTRODUCTION

This manual is designed to aid the school administrator and staff in the interpretation of the assessment report. It gives a condensed version of the history of educational quality assessment in Pennsylvania, and although it is not intended to be a technical report, the manual gives some general statistical background of Pennsylvania's assessment plan to complement the individual report for each participating school.

In the past the judgment of the quality of a school program has often been determined by proxy measures such as the physical plant facilities, the percentage of graduates going to college, the number of Merit Scholars and other factors which, although they may suggest the quality of the educational product, do not control for differing surrounding conditions and may mistakenly or unjustly give the school blame or credit. In short, we have been quick to judge but slow to devise adequate criteria for judging.

To carry out a broader-based plan of educational assessment, people must agree on the goals of education, yardsticks by which to measure them, and a means of controlling for the vast differences in resources or *"inputs"* among schools in the state–or even within a district.

In the Commonwealth of Pennsylvania the goals were determined by the State Board of Education. Rather than restricting themselves to just basic skills–the reading, writing, arithmetic approach–the goals encompass the affective domain as well, recognizing a broader mission for the schools–that of educating the whole child.

It was decided that the best way to measure the quality of education in a school was to assess the product, i.e., the students themselves. Recognizing the unfairness of comparing a well-equipped school with experienced, well-paid teachers to its polar opposite, differences in resources (40 in number) were taken into account.

To interpret a school report, the school personnel must thoroughly acquaint themselves with the goals, the dimensions measured on each goal instrument, the condition variables measured and the method used plus the form in which these results are reported for each school. It is the purpose of this manual to assist in the acquisition of this knowledge.

BACKGROUND

The Pennsylvania plan of assessment had its legal beginning in 1963 with the passage of Act 299 which required the State Board of Education to

> *develop or cause to be developed an evaluation procedure designed to measure objectively the adequacy and efficiency of the educational programs offered by the public schools of the Commonwealth.... The evaluation procedure shall be so constructed and developed as to provide each school district with relevant comparative data to enable directors and administrators to more readily appraise the educational performance and to effectuate without delay the strengthening of the district's educational program*

To carry out these mandates the State Board of Education Committee on Quality Education, after conferring with civic and professional leaders from throughout the state, adopted the following as the 10 goals of quality education.

I. Quality education should help every child acquire the greatest possible understanding of himself and an appreciation of his worthiness as a member of society.

II. Quality education should help every child acquire understanding and appreciation of persons belonging to social, cultural and ethnic groups different from his own.

III. Quality education should help every child acquire to the fullest extent possible for him, mastery of the basic skills in the use of words and numbers.

IV. Quality education should help every child acquire a positive attitude toward the learning process.

V. Quality education should help every child acquire the habits and attitudes associated with responsible citizenship.

VI. Quality education should help every child acquire good health habits and an understanding of the conditions necessary for the maintaining of physical and emotional well-being.

VII. Quality education should give every child opportunity and encouragement to be creative in one or more fields of endeavor.

VIII. Quality education should help every child understand the opportunities open to him for preparing himself for a productive life and should enable him to take full advantage of these opportunities.

IX. Quality education should help every child to understand and appreciate as much as he can of human achievement in the natural sciences, the social sciences, the humanities and the arts.

X. Quality education should help every child to prepare for a world of rapid change and unforeseeable demands in which continuing education throughout his adult life should be a normal expectation.

In June 1967 a unit, now the Division of Educational Quality Assessment, was created in the state Department of Education to translate the mandate and the goals into a workable plan of assessment.

The focus in the Pennsylvania plan of assessment is on the school. This is the unit of analysis. The purpose of the program is not to compare one student with another, one classroom with another, or even to aggregate scores for a district. In line with the mandate cited above the procedure is designed to give information to the school administrators and board members on the adequacy of the total school program.

The first years of assessment were concerned with providing data about elementary schools and high schools. To obtain this information the battery of tests and questionnaires was administered to 5th and 11th grade students respectively. After a year of development and field-testing, and another year to carry out an independent normative study, assessment was opened to volunteers from the 505 school districts of the Commonwealth. Financial limitations have forced the acceptance of school districts on a first come, first served basis with volunteers being turned away every year. The following numbers describe the scope of assessment in Pennsylvania for three years through the fall of 1972:

Number of participating districts:	238
Number of participating schools:	1,230
Number of participating students:	126,000

The overwhelming response to the availability of assessment and the reception accorded the school reports provided the impetus to expand, as initially planned, to other grade levels. School personnel had reports for their elementary and high schools, but they had an obvious question: "Now when can we get a report on our junior high (or middle school)?"

In line with the long-range plan and in anticipation of that query, department staff had been preparing to answer that question, developing a battery of tests and questionnaires to be used in these intermediate grade schools.

DEVELOPMENT AND FIELD TESTING

In collaboration with staff members from the Division of Research, new tests and questionnaires had to be developed for students in the intermediate grades. The new instruments to measure student status on the 10 goals reflected knowledge of the different age level of the students being tested but also capitalized on experience the previous years with assessment materials. They also incorporated societal changes since the development of the 5th and 11th grade instruments in 1968. For example, what was viewed as *"good citizenship"* has shifted from a moral, ethical plane to a measurement rationale which poses social situations to which the adolescent must react – would you join a protest group that was throwing rocks at windows?

Prior to a large-scale field-testing of the entire EQA battery, *"mini-field tests"* for only one or two goal areas at a time were conducted in a few pilot schools to refine administration procedures and to reword, add or delete items.

After this procedure the entire package was tested with 2,800 students in 91 schools, each in a different district. Then exhaustive tests were conducted – reliability, item-to-total correlations, Likert analyses. (An EQA technical manual discusses these techniques and the results in much greater detail.) In addition to the statistical analyses, student comments are solicited and incorporated before the final package is prepared for printing.

There are many components of the inventory used to measure a goal. A low score overall on the goal does not necessarily mean student scores are low on all the subscales. Hence, the school report contains not only goal scores for the school but also attempts by means of subscale scores to suggest which components of that goal are particularly strong, average or weak.

Table 1 summarizes the subscales and number of items which comprise each inventory along with the possible range of scores for a student. From the score range one can also determine the scoring technique. For Goal I, knowing that there are 36 items and that the theoretical score range is 0-108, one can compute that there are four choices per item in the scale with scoring weights of 0, 1, 2 and 3. The *"Section"* shows the order in which the inventories are administered.

TABLE 1

GRADE 9 SUMMARY OF INSTRUMENTS

GOAL	SUBSCALES AND DESCRIPTIONS	SECTION	NUMBER OF ITEMS	POSSIBLE RANGE OF SCORES
I Self Esteem	Self-confidence: Feelings of success, self-determination, attractiveness and self-worth Feelings of control over environment: Belief that success in school and work depend on effort, not luck Relationships with others: Perceived ease in making and keeping friends and feelings of acceptance by others Self image in school: Feeling of success in school-work, class recitation and teacher relationships	H	36	0-108
II Understanding Others	Race: Comfort when interacting with others of another race Religion: Comfort when interacting with others of different religious beliefs Socioeconomic status: Comfort with others who are richer or poorer than self Intelligence: Comfort with others of higher or lower ability levels Handicap: Comfort when interacting with others who are physically handicapped	I	33	0-99
III-V Basic Skills: Verbal	A 15-minute timed test of verbal analogies	B (LPL)	30	0-30
III-M Basic Skills: Math	A 15-minute test to measure mathematical concepts and mathematical computations	B (LPL)	30	0-30

TABLE 1 (continued)

GRADE 9 SUMMARY OF INSTRUMENTS

GOAL	SUBSCALES AND DESCRIPTIONS	SECTION	NUMBER OF ITEMS	POSSIBLE RANGE OF SCORES
IV Interest in School	Attitude toward learning: Willingness to expend effort to learn and valuing the importance of continued learning throughout life Attitude toward school: Belief school attendance is important; attitude toward school setting, teachers and course work	A	30	0-120
V Citizenship	Welfare and dignity of others: Concern for feelings of others, willingness to protest racial discrimination and to accept new people into the group Respect for law and authority: Willingness to report lawbreaking, to refrain from destructive actions and to obey authorities during emergencies Responsibility and integrity: Willingness to report own mistakes and honoring self-made commitments to group and individuals	G	54	0-108
VI Health Habits	Personal Health: Willingness to follow proper diet, take proper medical precautions Safety: Restraint from unnecessary risk-taking at home, at school and at play Drugs: Restraint from improper use of prescription drugs and maintaining close contact with others using drugs	C	54	0-108

TABLE 1 (continued)

GRADE 9 SUMMARY OF INSTRUMENTS

GOAL	SUBSCALES AND DESCRIPTIONS	SECTION	NUMBER OF ITEMS	POSSIBLE RANGE OF SCORES
VII Creativity	Visual Arts: Willingness to use own ideas and design in painting, crafts, photography and sculpture Performing Arts: Willingness to perform in music, acting, sport or modeling Science: Willingness to do experiments in social and physical sciences and to design or work with mechanical or electronic gadgetry Writing: Willingness to produce original written products such as poems, jokes, skits, essays and music	J	36	0-180
VIII-A Vocational Attitude	Items measure attitude toward work, career choice and efforts at establishing long range educational plans	E	26	0-78
VIII-K Vocational Knowledge	This multiple-choice vocational knowledge test taps understanding of skill, training and education requirements of various occupations.	F	30	0-30
IX Appreciating Human Accomplishments	Valuing: Attaching importance to achievement in the arts and sciences and valuing role played by people in these areas Receiving: Willingness to learn more about achievements in the arts and sciences, and to seek out experiences which provide first-hand information on what people in these areas are doing	K	46	0-92

TABLE 1 (continued)

GRADE 9 SUMMARY OF INSTRUMENTS

GOAL		SECTION	NUMBER OF ITEMS	POSSIBLE RANGE OF SCORES
X Preparing for a Changing World	Using effective solutions: Tendency to try solutions reflecting positive adjustment to change Refraining from ineffective solutions: Tendency to avoid use of aggressive or withdrawing reactions in face of change Emotional adjustment: Perception of length of the time needed to emotionally adjust to change	D	35	0-105

PARTICIPATING SCHOOLS

In December 1972 the availability of assessment for 9th grade schools was announced via a School Administrators' Memorandum sent to all school superintendents in the Commonwealth. The focus was to be on 7-9 junior high schools but 7-12 junior-senior high schools were also eligible. Excluded were 9-12 high schools because the 9th grade students had attended the school only a few months and probably would not be an adequate reflection of the school, the unit of analysis.

Applications were accepted on a first come, first served basis, the only applicants refused being those from schools where grade 9 was the first year in the building – viz., 9-10 and 9-12 grade structures.

Included in the March 1973 assessment were 35,000 ninth grade students in 148 schools in 95 districts. (An assessment of over 15,000 seventh grade students in 62 middle schools in 56 districts took place simultaneously.) Sixty-three of the districts in the March 1973 assessment were participating for the first time, bringing to 301 the number of districts (of the state's 505) which have voluntarily participated in the Educational Quality Assessment program.

NORMATIVE GROUP

To establish normative standards for grade 9 schools, a state representative sample design was formulated which incorporated a stratification by wealth and size.

There is a multitude of schemes for choosing a state representative sample, but many are theoretical or impractical because they ignore availability of the data. Most U.S. Census data, for instance, are not usable because they are reported by community, not by school district much less by attendance areas of individual schools. Thus the measure of a school's wealth which was employed was the district's state aid ratio which is inversely related to the market value per pupil in the district. The measure of size was the 9th grade enrollment of the school.

The state was partitioned into three equal categories on each of the two criteria giving the nine cells below:

		SIZE		
	Large	Moderate	Small	
AID RATIO Low	A 21	B 12	C 6	39
Moderate	D 13	E 15	F 11	39
High	G 5	H 12	J 22	39
	39	39	39	117

Thus cell A contains large, wealthy schools while cell J represents small, poor schools. As applications were forthcoming from the volunteer schools*, they were assigned to the appropriate cell. The number of schools from each cell to be used in the normative group was determined by taking 20 per cent of the number of schools in the state which fall into each cell.

Some cells, of course, were over-represented while others were under-represented in the initial set of volunteers. The former case was easily handled by randomly selecting from the cell a subset of volunteer schools to be included in the normative group. The remaining extra schools were assessed but were not included in the normative figures.

In the case where a cell was under-represented an appropriate school in the state which would fall into the cell was randomly selected and a letter sent to the superintendent stating that the school was needed to satisfy a state representative sample and requesting its participation.

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*The alert reader might immediately conjecture that the volunteer nature of the sample precludes its being representative. Just such an analysis of volunteer districts assessed over the past three years to their nonvolunteer counterparts revealed no significant differences in enrollment, aid ratio, superintendent's salary, or geographic location. There may indeed be some real difference between those who do and do not volunteer, but no readily available statistical data support that hypothesis.

Finally after all cells were proportionally represented, 117 of the 151 schools were classified as normative schools. Unfortunately, unforeseen problems caused the last-minute loss of three schools-one each in cells A, B and C. All comparisons included in this manual to the normative group or *"the state"* refer to this sample of 114 schools selected to be a representative state sample.

ADMINISTRATION PROCEDURES

The actual assessment of 9th grade schools took place during a two-week period in March. The superintendent of each of the 95 districts named a district representative who attended a regional workshop in February where administration procedures and the training of monitors were explained to standardize as nearly as possible conditions for the student questionnaire administration which occupied four hours over a two-day period.

Students responded on separate, machine-scorable answer sheets to the inventories designed to measure their status, and hence the school's, on the Ten Goals of Quality Education. They also supplied background information such as the occupation of their father, educational level of their mother, type of community in which they live, and the accessibility of certain school resources like the library. At the completion of the administration the students removed their names from the answer sheet as they had been promised confidentiality. Since the school–not the student, the classroom or the district–is the unit of analysis, students are not identified by name. Only aggregate information about the school is compiled.

Teachers* likewise respond anonymously to a *"Teacher Questionnaire"* (Appendix B) designed to supply data on their background, classroom practices and satisfaction with various aspects of teaching.

Building administrators complete a *"School Information Form"* (Appendix A) while other information about the school is obtained from reports filed with the Division of Statistics.

The principal purpose of the assessment program is to obtain information about student performance on the 10 goals. To state that the average score on Goal 1 for a school is 61.56 is meaningless without some basis of comparison. Various standard scoring techniques could be used to give a normative reference–stanines, t-scores, z-scores and, commonly, grade-age scores. The basis of comparing school scores which is employed in the Pennsylvania plan is percentile rank.

In each goal area the school mean was calculated by computing the average raw score of all 9th grade students in that school who completed the questionnaire or test. These school means were then rank ordered (high to low) and divided into 100 equal parts or percentiles (Table 2). Each part has an equal number (one per cent) of the total scores. For example, if a school mean score on self-esteem is 62.84, the school would rank in the 65th percentile–65 per cent of the schools in the normative sample had lower scores, 35 per cent had higher scores.

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*In a 7-9 school all teachers were given a questionnaire. In a 7-12 school any teacher who conducts at least one 7th, 8th or 9th grade class completed a questionnaire.

TABLE 2

PENNSYLVANIA SCHOOL NORMS - GRADE 9 SCHOOLS

PERCENTILE DISTRIBUTION	PERCENTILE RANK	SELF ESTEEM	UNDERSTANDING OTHERS	BASIC SKILLS: VERBAL	BASIC SKILLS: MATH	INTEREST IN SCHOOL	CITIZENSHIP	HEALTH HABITS	CREATIVITY	VOCATIONAL ATTITUDE	VOCATIONAL KNOWLEDGE	APPRECIATING HUMAN ACCOMPLISHMENTS	PREPARING FOR A CHANGING WORLD	PERCENTILE RANK
	MAXIMUM	66.53	63.16	21.10	19.73	92.35	71.04	76.38	79.93	55.53	20.85	64.47	69.58	MAXIMUM
	95	65.43	60.91	19.24	18.81	81.18	68.28	71.49	47.80	52.50	20.46	60.69	65.90	95
	90	64.73	60.59	18.82	18.32	80.09	66.59	70.49	45.63	52.13	20.16	59.48	65.06	90
	85	64.16	60.27	18.48	18.17	79.30	65.39	69.71	44.70	51.82	19.89	58.75	64.33	85
	80	63.77	59.93	18.24	18.02	78.76	64.69	69.29	43.76	51.64	19.69	58.35	64.00	80
	75	63.46	59.59	18.00	17.87	78.21	64.09	68.88	43.01	51.46	19.49	57.96	63.68	75
	70	63.14	59.31	17.76	17.72	77.72	63.49	68.46	42.37	51.28	19.29	57.63	63.36	70
	65	62.84	59.13	17.61	17.57	77.32	62.90	68.02	41.74	51.09	19.14	57.36	63.10	65
	60	62.57	58.96	17.45	17.42	76.91	62.33	67.47	41.10	50.89	18.99	57.09	62.83	60
	55	62.30	58.79	17.29	17.27	76.50	61.75	66.91	40.49	50.68	18.85	56.83	62.56	55
	50	62.03	58.62	17.14	17.12	76.09	61.18	66.36	40.00	50.47	18.70	56.55	62.32	50
	45	61.72	58.43	16.98	16.97	75.67	60.46	65.68	39.50	50.29	18.55	56.26	62.10	45
	40	61.21	58.24	16.78	16.80	75.24	59.66	65.41	39.00	50.12	18.41	55.97	61.88	40
	35	60.69	58.06	16.57	16.59	74.82	58.86	64.93	38.50	49.95	18.27	55.67	61.66	35
	30	60.32	57.87	16.36	16.38	74.38	58.31	64.46	38.01	49.78	18.13	55.36	61.45	30
	25	59.96	57.59	16.14	16.16	73.89	57.77	64.01	37.35	49.55	17.99	54.94	61.04	25
	20	59.59	57.24	15.76	15.91	73.41	57.22	63.55	36.59	49.29	17.80	54.52	60.50	20
	15	59.20	56.89	15.38	15.64	72.92	56.5[illegible]	63.10	35.83	49.03	17.47	54.05	60.08	15
	10	58.81	56.51	14.93	15.32	72.05	55.[illegible]	62.20	35.07	48.56	17.07	53.49	59.72	10
	5	58.27	56.02	14.24	14.35	70.85	54.49	60.53	33.38	47.84	16.08	52.75	59.35	5
	MINIMUM	57.25	53.37	11.35	10.08	67.54	48.63	55.87	29.92	46.66	11.58	50.88	57.95	MINIMUM
	STATE MEAN	61.79	58.59	16.97	16.88	76.17	60.98	66.36	40.61	50.44	18.57	56.60	62.39	
	STANDARD DEVIATION	2.19	1.58	1.59	1.48	3.43	4.22	3.51	5.59	1.45	1.39	2.36	2.06	

The other information obtained from the administrators and department records, teachers and students is used to obtain a profile of the school–to see under what kinds of conditions the school is operating which might place constraints on what it can accomplish with its students. These measures, collectively called condition variables, are discussed in detail in the next section.

CONDITION VARIABLES

Rationale

The introduction stated that to carry out a fair, broad-based plan of assessment, one must control for the vast differences in the resources or *"inputs"* with which various schools must cope. The model from physics of comparing the output of a mechanical device to the input might be kept in mind. The product depends on the raw materials one has available.

The situation with schools is comparable. What the student achievements and attitudes are at the end of a school year do not depend solely on what the teachers have or have not done that year. Students do not enter a classroom as *tabulae rasae* but as diverse individuals formed by their home experiences and previous schooling.

Likewise schools around the state have greatly varying resources at their disposal. The differences are not only in students but also in physical plant, instructional materials, financial support and teaching staff.

Measurement

Tables 3, 5 and 7 describe the 40 variables which were measured to identify the differences in resources among schools. They have been classified into three groups according to the source of the data. It is extremely important to note both the name of the variable and how it was measured (from whom the data were obtained and the weightings or scaling used to quantify the information).

"High" scores for a school on these variables are not necessarily *"good."* The numbers attached to these variables are designed to reflect the presence or absence of the characteristic in question or merely to differentiate by quantification one class within the characteristic from another.

One must avoid hasty value judgments regarding a school's standing on a given condition variable without being aware of the interrelationships among the variables. When calculating average teacher salary, for example, one is also measuring teacher experience, teacher education and possibly teacher career. Therefore, a high average salary might at first suggest a high salary schedule when, in fact, it might be due to the presence of a large proportion of experienced teachers with a large number of years of formal schooling.

Percentile Rank

The percentile score associated with the variable gives the participating school's rank compared to the state representative sample. This information is provided so that one can tell not only what conditions or resources a school has but also its relative conditions.

The norms charts (Tables 4, 6 and 8) for the three groups of variables are included to give a more graphic representation of the percentile rank scores included in the school report. They also illustrate the degree of variability among schools on a particular variable. Because they are a distribution of school means, the range of values at times can be very narrow so that a small incremental change in a school mean value may translate into a large percentile rank change, e.g., PCTATTEN, THOLDPOW, STAFFP, STABLE.

TABLE 3

FROM ADMINISTRATORS AND DEPARTMENT RECORDS

VARIABLE AND COMPUTER CODE	MEASURE	WEIGHTING	INDEX DESCRIPTION
GRENROLL (Grade Enrollment)	The school administrator reported the December 1, 1972 enrollment of the grade under consideration.	Actual number of students.	A higher value indicates a larger grade enrollment.
PCTATTEN (Percentage attendance)	The school administrator reported the per cent attendance for 1971-72 of the grade under consideration.	Expressed to nearest whole per cent.	A higher value indicates a higher attendance rate.
THOLDPOW (Teacher holding power)	The school administrator reported the number of teachers in the building and the number of teachers leaving between school years.	Expressed in per cent (Average for two years, if available).	A higher value indicates that the school keeps more teachers over a period of years.
HOUSING (Residences in school's community)	The school administrator estimated the percentage of various types of housing units in the area served by the school.	6 = Expensive homes 5 = High rental apartments 4 = Moderate priced homes 3 = Moderate rental apartments 2 = Low cost homes 1 = Low rental apartments	A higher value indicates the area the school serves has a relatively larger proportion of expensive private homes and/or apartments.
SLOCATE (School location)	The school administrator indicates the type of community in which the school is located.	7 = In inner part of larger city (over 100,000) 6 = In a residential area of larger city (over 100,000) 5 = In a city with 10,000 to 100,000 people 4 = In an industrial suburb 3 = In a residential suburb 2 = In a small town (less than 10,000 people) 1 = In a rural area	A higher value indicates that the school is located in an area of more dense population, i.e., more removed from open space.
INNOVATE (School innovation)	The school administrator reported the extent to which the school employed 11 educational practices judged to be innovative (e.g., open classrooms, flexible scheduling, outdoor education)	4 = Use regularly 3 = Use occasionally 2 = Have tried but do not use 1 = Have never tried Range 11-44	A higher score indicates the school uses several innovative practices regularly and/or many of the practices at least occasionally.
STAFFP (Teacher to pupil ratio)	The teachers reported their average class size.	Expressed as a teacher to pupil ratio.	The percentile rank indicates the per cent of schools with a greater average class size.
INSEXADM (Instructional expenses per average daily membership)	The instructional expenses of the secondary program were divided by the Average Daily Membership of the secondary schools.	Expressed in nearest whole dollar for 1971-72.	A higher value indicates that the district expends relatively more funds per student for secondary instruction.
ENROLCAP (Ratio of school's enrollment to capacity)	The enrollment of the school building was divided by the rated capacity of the building.	Expressed in per cent.	A higher value indicates that the school building is more crowded.
TEXPER (Teacher experience)	The total years of service in education was obtained for each teacher from the Professional Personnel Record.	Expressed as average years' experience.	A higher value indicates that the teachers of the school have relatively more years of teaching experience.
TAGE (Teacher age)	The age of each teacher was obtained from the Professional Personnel Record.	Expressed in average years of age.	A higher value indicates that the school has a relatively older teaching staff.

TABLE 3 (continued)

FROM ADMINISTRATORS AND DEPARTMENT RECORDS (Continued)

VARIABLE AND COMPUTER CODE	MEASURE	WEIGHTING	INDEX DESCRIPTION
TEDUC (Teacher education)	The level of education of each teacher was obtained from the Professional Personnel Record.	9 = Doctor's degree 8 = Master's degree plus 2 years 7 = Master's degree plus 1 year 6 = Master's degree 5 = Bachelor's degree plus 1 year 4 = Bachelor's degree 3 = Three years of college 2 = Two years of college 1 = One year of college 0 = No college	A higher value indicates that the school's instructional staff has a higher level of formal education.
PCTFEM (Per cent female teachers)	The sex of each teacher was obtained from the Professional Personnel Record.	Expressed in percentage	A higher value indicates that the school has a higher percentage of female teachers.

TABLE 4

PERCENTILE DISTRIBUTION OF VARIABLES FROM ADMINISTRATORS AND DEPARTMENT RECORDS - GRADE 9 SCHOOLS

PERCENTILE DISTRIBUTION	PERCENTILE RANK	GRENROLL	PCTATTEN	THOLDPOW	HOUSING	SLOCATE	INNOVATE	STAFFP	INSEXADM	ENROLCAP	TEXPER	TAGE	TEDUC	PCTFEM	PERCENTILE RANK
	MAXIMUM	970	98	100.00	5.15	7	39	1:17.2	946	160.78	16.96	45.25	5.56	69.23	MAXIMUM
	95	473	96	98.17	4.20	5	35	1:24.4	760	128.79	14.51	40.79	5.33	58.85	95
	90	419	96	96.70	4.01	5	32	1:25.0	680	119.70	13.62	40.10	5.15	55.63	90
	85	375	96	95.51	3.89	5	31	1:25.6	654	113.50	12.98	39.41	5.03	52.41	85
	80	335	96	94.78	3.83	4	30	1:26.2	640	110.08	12.60	38.88	4.94	50.70	80
	75	313	95	94.04	3.77	3	30	1:26.7	625	106.65	12.27	38.38	4.87	49.27	75
	70	295	95	93.31	3.72	3	29	1:27.0	610	104.05	11.93	37.88	4.81	47.84	70
	65	276	95	92.66	3.66	3	28	1:27.2	595	102.10	11.60	37.44	4.77	46.55	65
	60	258	95	92.08	3.58	3	27	1:27.5	580	100.14	11.25	37.04	4.73	45.32	60
	55	242	95	91.51	3.49	3	27	1:27.7	569	98.19	10.90	36.63	4.68	44.10	55
	50	228	95	90.93	3.40	2	26	1:28.0	560	96.23	10.55	36.22	4.65	42.87	50
	45	213	94	90.36	3.31	2	26	1:28.4	550	94.12	10.19	35.74	4.61	41.36	45
	40	199	94	89.62	3.19	2	25	1:28.7	541	91.93	9.82	35.24	4.58	39.84	40
	35	184	94	88.77	3.08	2	25	1:29.2	532	89.74	9.45	34.74	4.54	38.33	35
	30	169	94	87.92	2.98	2	24	1:29.6	522	87.55	9.07	34.30	4.50	37.04	30
	25	151	93	87.03	2.89	1	24	1:30.0	512	85.09	8.66	33.89	4.45	35.76	25
	20	134	93	86.03	2.80	1	22	1:30.5	502	81.86	8.24	33.48	4.41	34.47	20
	15	117	92	85.02	2.69	1	21	1:31.0	492	78.64	7.76	33.08	4.36	32.75	15
	10	99	92	82.63	2.47	1	19	1:31.6	476	74.13	7.12	31.96	4.30	30.60	10
	5	61	91	79.62	2.20	1	17	1:32.5	444	63.83	6.04	30.55	4.24	28.02	5
	MINIMUM	41	84	69.23	1.35	1	12	1:33.6	402	43.63	5.06	28.44	4.12	25.58	MINIMUM
STATE MEAN		251	94.31	90.12	3.32	2.73	26.19	1:27.9	576	95.54	10.42	36.15	4.69	42.87	
STATE STANDARD DEVIATION		153	2.01	5.65	0.60	1.40	4.69	1: 2:4	91	19.22	2.46	3.15	0.32	9.03	

TABLE 5

FROM TEACHERS

VARIABLE AND COMPUTER CODE	MEASURE	WEIGHTING	INDEX DESCRIPTION
TLOCALE (Teacher locale)	The teachers reported where they spent most of their lives.	3 = Outside this state 2 = In this state but outside this town, city or immediate area. 1 = In this town, city or immediate area	A higher value indicates that the school's teaching staff is drawn more from the areas outside that immediate area.
TCAREER (Teacher career)	The teachers reported what they would like to do now or later if they had the opportunity.	3 = Continue as a classroom teacher 2 = Take a position in education other than classroom teaching 1 = Take a position outside education	A higher value indicates that the school's teaching staff has a greater wish to stay in education and in the classroom.
TSATPAR TSATFS TSATPRIN TSATST (Teacher satisfaction with relationships with:) 1) Parents 2) Staff 3) Principal 4) Students	The teachers reported how satisfied they were with their relationships with: Parents and parent groups Fellow staff members School principal Students	4 = Very satisfied 3 = Somewhat satisfied 2 = Somewhat dissatisfied 1 = Very dissatisfied	A higher value on any of these indicies indicates that the teaching staff of the school is more satisfied with its relationships with that group.
PERSAD (Teacher perception of school administration)	The teachers responded to 7 items concerning their feelings about the school administration.	4 = Always true 3 = Usually true 2 = Sometimes true 1 = Seldom true 0 = Never true Range: 0-28	A higher value on this index indicates a more positive attitude of the school's teaching staff toward the school administration.
PERDAD (Teacher perception of district administration)	The teachers responded to 3 items concerning their feelings about the district administration.	4 = Always true 3 = Usually true 2 = Sometimes true 1 = Seldom true 0 = Never true Range: 0-12	A higher value on this index indicates a more positive attitude of the school's teaching staff towards the district administration.
CLPRACT (Classroom practices)	The teachers reported the extent to which they used 11 classroom practices judged to be innovative (e.g., pupil participation in lesson planning).	2 = Use regularly 1 = Use occasionally 0 = Do not use Range: 0-22	A higher value indicates a greater reported use of these practices by the teaching staff.
DISCREP (Discrepancy)	The teachers rated the relative influence 8 groups (superintendents, parents, teachers, etc.) had on the educational process. They then rated the ideal influence of each of those groups. For each of the 8 groups a real-ideal discrepancy was computed and an average discrepancy was obtained.	4 = Maximum discrepancy 3 = Large discrepancy 2 = Some discrepancy 1 = Little discrepancy 0 = No discrepancy Range: 0-32	A higher discrepancy score indicates disparity between what the instructional staff sees as the actual and the ideal influences various groups have in determining educational matters in the school.
PERLERAT (Teacher perception of learning atmosphere)	The teachers indicated whether each of 21 school problems constituted a problem in their school.	1 = No 2 = Yes Range: 0-21	A higher value indicates a positive learning atmosphere, that teachers feel fewer of the listed problems affect their school.
TSRELATE (Teacher/student relationships)	The teachers responded to 14 items which reflect their relationships with students.	Strongly agree Agree Disagree Strongly disagree Range 0-42	A higher value indicates a more personal, humanistic approach to students by teaching staff.

TABLE 6

PERCENTILE DISTRIBUTION OF VARIABLES FROM TEACHERS - GRADE 9 SCHOOLS

PERCENTILE DISTRIBUTION	PERCENTILE RANK	TLOCALE	TCAREER	TSATPAR	TSATFS	TSATPRIN	TSATST	PERSAD	PERDAD	CLPRACT	DISCREP	PERPROB	TSRELATE	PERCENTILE RANK
	MAXIMUM	2.13	2.89	3.75	3.88	3.88	3.63	24.41	9.31	11.50	11.62	17.94	22.14	MAXIMUM
	95	1.88	2.60	3.42	3.71	3.79	3.44	22.99	8.61	10.90	9.81	16.41	21.63	95
	90	1.82	2.53	3.32	3.64	3.73	3.35	21.91	8.32	10.59	9.21	15.79	21.25	90
	85	1.77	2.47	3.21	3.59	3.66	3.29	20.99	8.03	10.36	8.88	15.28	20.68	85
	80	1.75	2.45	3.16	3.56	3.60	3.26	20.45	7.88	10.23	8.47	15.05	20.48	80
	75	1.73	2.42	3.12	3.54	3.54	3.23	19.99	7.74	10.09	8.01	14.81	20.29	75
	70	1.71	2.40	3.07	3.51	3.49	3.20	19.53	7.59	9.96	7.86	14.58	20.11	70
	65	1.68	2.38	3.04	3.48	3.43	3.17	19.09	7.44	9.85	7.70	14.34	19.98	65
	60	1.65	2.36	3.00	3.46	3.37	3.13	18.68	7.27	9.75	7.55	14.08	19.86	60
	55	1.61	2.35	2.97	3.44	3.30	3.08	18.26	7.08	9.65	7.40	13.82	19.73	55
	50	1.58	2.33	2.94	3.41	3.24	3.04	17.86	6.90	9.55	7.25	13.57	19.60	50
	45	1.56	2.31	2.91	3.39	3.17	3.01	17.55	6.70	9.46	7.10	13.32	19.44	45
	40	1.53	2.28	2.88	3.37	3.11	2.98	17.24	6.50	9.38	6.94	13.08	19.27	40
	35	1.50	2.26	2.86	3.34	3.04	2.95	16.94	6.29	9.29	6.79	12.83	19.10	35
	30	1.48	2.24	2.83	3.32	2.98	2.92	16.63	6.09	9.20	6.64	12.63	18.92	30
	25	1.45	2.20	2.79	3.27	2.91	2.88	16.12	5.90	9.08	6.38	12.43	18.75	25
	20	1.43	2.17	2.75	3.21	2.83	2.84	15.36	5.70	8.91	6.12	12.23	18.58	20
	15	1.40	2.14	2.70	3.17	2.74	2.80	14.64	5.44	8.75	5.83	12.03	18.40	15
	10	1.36	2.09	2.64	3.12	2.57	2.74	13.94	5.06	8.54	5.50	11.52	18.10	10
	5	1.32	2.00	2.58	3.05	2.37	2.66	12.85	4.63	8.31	5.07	10.90	17.76	5
	MINIMUM	1.18	1.89	2.18	2.93	2.11	2.48	10.12	3.39	6.63	4.33	9.53	16.79	MINIMUM
STATE MEAN		1.59	2.32	2.95	3.41	3.19	3.05	17.92	6.80	9.55	7.33	13.65	19.56	
STATE STANDARD DEVIATION		0.18	0.17	0.26	0.20	0.42	0.24	2.93	1.23	0.81	1.39	1.63	1.16	

TABLE 7

FROM STUDENTS

VARIABLE AND COMPUTER CODE	MEASURE	WEIGHTING	INDEX DESCRIPTION
FOCC (Father's occupation)	The students reported the occupation most like their fathers or male guardians found on a list of 145 possible occupations and 6 special categories.	The occupational categories were weighted from 1 to 96 according to a combination of education needed to secure the occupation and income derived from the occupation.	A higher value indicates that the school tends to draw a large proportion of its students from homes where the fathers are employed in higher-paying jobs requiring a higher educational level.
OCDESIRE (Occupational desire)	From the list of 145 occupations mentioned above, the students reported the occupations most like those they wish to follow when finished in school.	Same weighting used in FOCC above.	A higher value indicates that the students desire to attain higher paying jobs requiring a higher educational level.
OCEXPECT (Occupational expectation)	From the list of 145 occupations the students reported the occupations most like those they really expect to follow when finished in school.	Same weighting used in FOCC above.	A higher value indicates that the students expect to attain higher paying jobs requiring a higher educational level.
PCTGIRLS (Per cent girls)	The students indicated their sex.	Expressed in percentage	A higher value indicates that the school has a greater proportion of girls in the grade level.
MEDUC (Mother's education)	The students reported the highest level of formal education attained by their mothers or female guardians.	9 = Ph.D. or professional degree 8 = Some work toward Ph.D or professional degree 7 = Master's degree 6 = Bachelor's degree 5 = Some college, vocational, technical, business school after high school 4 = High school graduate 3 = Some high school, but not a graduate 2 = Completed grade school 1 = None or some grade school	A higher value indicates that the school draws students from homes in which the mothers have attained a higher average level of formal education.
RESIDE (Type of community)	The students with the aid of the monitor reported the type of communities in which they were then living.	8 = Inside a very large city (over 500,000) 7 = Inside a large city (100,000 to 500,000 people) 6 = Inside a medium sized city (10,000 to 100,000) 5 = In a suburb of a very large city 4 = In a suburb of a large city 3 = In a suburb of a medium sized city 2 = In a small town (less than 10,000 people) 1 = In the open country or in a farming community	A higher value indicates that the students reside in larger areas of dense population, i.e., more removed from open space.
PCTWHITE (Per cent white students)	The students reported their race.	Expressed in percentage	A higher value indicates that the school has a greater proportion of white students in the grade level.
LIBRARY (Accessibility of library)	The students reported how often they were able to use the school library.	5 = Often as needed 4 = Frequently, but not as often as I would like 3 = Only two or three days a week 2 = Only when class is scheduled for library work 1 = No library in school	A higher score indicates that the students report greater accessibility of the library.
COUNSEL (Accessibility of counselor)	The students reported how often they were able to talk to the school guidance counselor about a concern.	5 = Whenever need to 4 = Often, but not as frequently as I would like 3 = Only when making class schedules 2 = Only in group guidance session 1 = No guidance counselor	A higher value indicates that the students report freer access to the guidance staff.

TABLE 7 (continued)

FROM STUDENTS (Continued)

VARIABLE AND COMPUTER CODE	MEASURE	WEIGHTING	INDEX DESCRIPTION
STABLE (Stability of student residence)	The student reported the number of different school buildings attended within the past 5 years because family changed residence.	5 = My family has not moved within the past 3 years 4 = 2 school buildings 3 = 3 school buildings 2 = 4 school buildings 1 = 5 school buildings	A higher value indicates that the students come from families which are less mobile.
PARATT (Parental attitude toward school)	The students reported their opinions on three items: (1) My parents enjoy hearing about school (2) My parents feel the school is doing a good job (3) My parents support what the school does.	3 = Almost always 2 = Usually 1 = Sometimes 0 = Almost never Range: 0-9	A higher value indicates that the students felt their parents have a greater interest in the school, a higher opinion of the work of the work of the school, and greater support of the school.
MORESB (Mores - Boys)	The students reported their perception of the single best way for a boy to get to be important and looked up to by other students.	7 = Being bright and well-informed 6 = Doing well in school 5 = Being a leader in school activities 4 = Being fun to be with 3 = Being an athletic star or a cheerleader 2 = Being good-looking 1 = Coming from the right family	A higher score indicates that students perceive intellectual factors as relatively more important than social factors or athletics in determining a boy's popularity.
MORESG (Mores - Girls)	The students reported their perception of the single best way for a girl to get to be important and looked up to by other students.	Same as for MORESB above.	A higher score indicates the students perceive intellectual factors as relatively more important than social factors in determining a girl's popularity.
VALUES (Personal values)	The students reported that quality which was most important to them as individuals regardless of what others may choose.	Same as for MORESB above.	A higher score indicates that students perceive intellectual pursuits as having more personal value than social status factors.
HOMECLIM (Home climate)	The students reported their opinions on 8 items about home conditions.	Very much like me Usually like me Usually unlike me Very much unlike me Range: 0-24	A higher value indicates that the students have more favorable attitudes toward their home conditions.

TABLE 8

PERCENTILE DISTRIBUTION OF VARIABLES FROM STUDENTS - GRADE 9 SCHOOLS

PERCENTILE DISTRIBUTION	PERCENTILE RANK	FOCC	OCDESIRE	OCEXPECT	PCTGIRLS	MEDUC	RESIDE	PCTWHITE	LIBRARY	COUNSEL	STABLE	PARATT	MORESB	MORESG	VALUES	HOMECLIM	PERCENTILE RANK
	MAXIMUM	62.26	65.23	61.29	61.33	5.22	7.86	100.00	4.78	4.83	4.90	6.56	5.61	5.61	5.94	15.30	MAXIMUM
	95	57.23	59.72	55.27	55.84	4.71	5.97	100.00	4.71	4.81	4.88	6.36	4.49	4.05	4.97	14.84	95
	90	52.39	58.18	53.67	54.81	4.53	5.58	99.27	4.63	4.78	4.87	6.28	4.35	3.90	4.92	14.57	90
	85	46.68	56.48	52.21	53.94	4.31	5.19	97.90	4.55	4.74	4.85	6.20	4.30	3.84	4.86	14.37	85
	80	43.60	55.04	50.87	53.11	4.17	4.80	97.48	4.50	4.72	4.85	6.12	4.25	3.78	4.80	14.27	80
	75	41.01	53.86	49.67	52.30	4.12	4.45	97.07	4.45	4.70	4.84	6.06	4.21	3.75	4.75	14.18	75
	70	39.25	52.79	48.46	51.57	4.08	4.14	96.65	4.40	4.68	4.83	6.00	4.17	3.72	4.72	14.08	70
	65	37.57	52.09	47.29	51.13	4.04	3.83	96.23	4.36	4.66	4.82	5.94	4.14	3.68	4.69	14.01	65
	60	35.90	51.40	46.16	50.69	3.99	3.24	95.82	4.32	4.63	4.81	5.88	4.10	3.65	4.66	13.94	60
	55	34.80	50.70	45.02	50.26	3.97	2.54	95.40	4.29	4.61	4.80	5.82	4.07	3.62	4.64	13.87	55
	50	33.74	49.99	44.00	49.82	3.94	2.12	94.98	4.25	4.58	4.79	5.76	4.04	3.59	4.62	13.80	50
	45	32.69	49.27	43.18	49.24	3.91	2.03	94.56	4.21	4.56	4.78	5.71	4.01	3.56	4.61	13.71	45
	40	31.63	48.54	42.36	48.57	3.88	1.94	94.15	4.18	4.53	4.78	5.65	3.99	3.53	4.59	13.62	40
	35	30.57	47.81	41.54	47.90	3.85	1.85	93.73	4.14	4.51	4.77	5.59	3.96	3.50	4.57	13.53	35
	30	29.47	47.08	40.72	47.24	3.83	1.75	93.31	4.10	4.49	4.76	5.53	3.93	3.48	4.55	13.44	30
	25	28.37	46.35	39.53	46.57	3.78	1.66	92.50	4.07	4.46	4.75	5.44	3.90	3.44	4.53	13.34	25
	20	27.28	45.63	38.33	45.90	3.73	1.57	90.58	4.00	4.41	4.74	5.35	3.87	3.41	4.50	13.24	20
	15	26.18	44.90	37.12	45.18	3.68	1.48	88.66	3.90	4.36	4.72	5.26	3.84	3.38	4.47	13.13	15
	10	24.57	43.38	34.87	44.42	3.62	1.38	84.92	3.76	4.31	4.69	5.16	3.80	3.34	4.44	12.91	10
	5	22.67	41.50	30.76	43.58	3.54	1.04	75.66	3.60	4.23	4.64	5.00	3.73	3.26	4.34	12.67	5
	MINIMUM	20.88	36.16	25.91	39.66	3.18	1.00	9.30	2.87	3.85	4.60	4.65	3.64	3.03	4.06	12.37	MINIMUM
STATE MEAN		35.78	50.25	44.28	49.67	4.00	3.00	93.00	4.22	4.56	4.79	5.73	4.08	3.63	4.65	13.77	
STATE STANDARD DEVIATION		10.00	5.36	7.18	3.98	0.34	1.65	10.10	0.33	0.18	0.07	0.41	0.26	0.30	0.22	0.61	

Statewide Results by Item

In the school report the condition variables are stated as a school score. In most cases interpreting a school score is simple and straightforward. For instance, to state that the average class size is 27.9 is readily understandable. But many variables are scaled in such a way that the mean score, which becomes the school score, disguises much of the information used in its calculation.

For this reason percentage replies by item are included in the school report for some variables obtained from the students and teachers. Although the percentages for a school are by themselves meaningful, an additional comparison of these percentages to the statewide figures might amplify the picture for the interpreter. Table 9 includes the statewide percentages for those variables for which item data are included on pages 4-7 of the school report.

TABLE 9

STATEWIDE ITEM REPLIES FOR SELECTED CONDITION VARIABLES

TLOCALE

Where have you spent most of your life?

Outside this state	8%
In this state, but outside this town, city or immediate area	44%
In this town, city or immediate area	48%

TCARE[illegible]

If you had the opportunity now or later, would like to:

Take a position outside education	23%
Take a position in education other than classroom teacher	22%
Continue as a classroom teacher	55%

TSATPAR, TSATFS, TSATPRIN, TSATST

In your teaching situation how satisfied are you with your relationships with:

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
Parents and parents groups	5%	18%	51%	25%
Fellow staff members	2%	8%	37%	53%
The school principal	6%	14%	36%	44%
Students	3%	17%	51%	30%

TABLE 9 (continued)

PERLERAT

Surveys of school problems show a number of things reported by teachers as reducing the effectiveness of the school. Below is a partial list of these problems. Mark yes for those situations that constitute a problem in your school. (Per cent = yes responses)

The home environment of the students is not good	72%
Pupils are not well fed and well clothed	25%
The different races or ethnic groups don't get along together	15%
Parents attempt to interfere with the school	33%
There is too much competition for grades	34%
There is too much emphasis on athletics	37%
There are too many absences among students	49%
The classes are too large for effective teaching	69%
There should be a better mixture, the students are all too much of one type	26%
Too much time has to be spent on discipline	41%
The students aren't really interested in learning	63%
There is a lack of effective leadership from the school administration	44%
The parents put too much pressure on the students for good grades	32%
The teachers don't seem to be able to work well together	15%
Teachers have too little freedom in such matters as textbook selection, curriculum and discipline	32%
There is too much student turnover	7%
The parents don't take enough interest in their children's school work	65%
We have poor instructional equipment: supplies, books, laboratory equipment, etc.	27%
There are too many interruptions during class periods	33%
There is too much teacher turnover	13%
There is too much turnover of administrators	8%

TABLE 9 (continued)

RESIDE

In what type of community are you now living?

In the open country or in a farming community	18%
In a small town (less than 10,000 people) that is not a suburb	32%
Inside a medium size city (10,000 to 100,000 people)	20%
Inside a large city (100,000 to 500,000 people)	0%
In a very large city (over 500,000 people)	0%
In a suburb of a medium size city	10%
In a suburb of a large city	10%
In a suburb of a very large city	9%

PCTWHITE

Which of the following best describes you?

Black	4%
White	92%
American Indian	1%
Oriental	0%
Puerto Rican	0%
Other	1%

LIBRARY

How often are you able to use the school library?

As often as I need to	58%
Frequently, but not as often as I would like to	15%
Only two or three days a week	14%
Only when my class is scheduled for library work	11%
There is no library in this school	0%

TABLE 9 (continued)

COUNSEL

How often are you able to talk with your guidance counselor about a concern?

Whenever I need to	78%
Often, but not as frequently as I would like to	8%
Only when making out a class schedule	9%
Only during a group guidance session	5%
This school does not have a guidance counselor	0%

STABLE

How many different school buildings have you attended within the past three years because your family changed residence?

My family has not moved within the past three years	84%
2 school buildings	11%
3 school buildings	3%
4 school buildings	1%
5 or more school buildings	1%

PARATT

	Almost Always	Usually	Sometimes	Never
My parents enjoy hearing about school	43%	30%	23%	5%
My parents feel the school is doing a good job	28%	42%	24%	5%
My parents support what the school does	20%	39%	32%	8%

TABLE 9 (continued)

MORESB/MORESG:

Among the qualities listed below, what is the single best way for a boy/girl to get to be important or looked up to by other students in this school?

VALUES:

Among the qualities listed below, what do you feel is most important to you personally, regardless of what others may choose?

	MORESB	MORESG	VALUES
Being bright and well informed	7%	6%	12%
Doing well in school	6%	4%	23%
Being a leader in school activities	17%	11%	4%
Being fun to be with	36%	37%	49%
Being an athletic star or cheerleader	20%	6%	5%
Being good-looking or attractive	9%	34%	4%
Coming from the right family	3%	2%	3%

Correlation Matrices

A correlation matrix (Table 10) shows the relationship between a given variable and school scores on the 10 goals. One must avoid the fallacy of concluding that because a given variable is associated with a school score that one causes the other. To construct such a cause-effect relationship from a correlation is untenable.

Table 11, which gives the intercorrelation among the condition variables themselves, although open to the same caveat as above, suggests one of the reasons cause-effect relationships are so dangerous. No variable exists in isolation. The staff-pupil ratio, when changed, also changes instructional expense per pupil and may change any number of teacher variables (age, experience, holding power, satisfaction, etc.).

Table 12 shows the relation among goal scores–that they are not independent and, furthermore, are not necessarily positively related.

TABLE 10

CORRELATION COEFFICIENTS
BETWEEN CONDITION VARIABLES AND GOAL SCORES

VARIABLE	I	II	III-M	III-V	IV	V	VI	VII	VIII-A	VIII-K	IX	X
GRENROLL					-21	-33	-33				-22	-28
PCTATTEN			27	37		21		-35		35		
THOLDPOW												
HOUSING	24		58	56		-21	-24			57		
SLOCATE			-27	-29		-35	-29	47		-28		
INNOVATE												
STAFFP			-33	-33				44		-45		
INSEXADM						-24	-26	30				
ENROLCAP								-20	21	22		
TEXPER		24				36	33	-23			21	
TAGE		27				35	32				22	
TEDUC	27		29	33		-29	-27			28		
PCTFEM	28		24			-23	-19	24				
TLOCALE												
TCAREER					19							
TSATPAR	25		44	49					22	46		
TSATFS												
TSATPRIN					20							
TSATST			45	45						36		
PERSAD	21										22	
PERDAD												
CLPRACT								28				
DISCREP												

TABLE 10 (continued)

CORRELATION COEFFICIENTS
BETWEEN CONDITION VARIABLES AND GOAL SCORES

VARIABLE	I	II	III-M	III-V	IV	V	VI	VII	VIII-A	VIII-K	IX	X
PERLERAT			50	45		-33				43		
TSRELATE												
FOCC	36		63	56		-33	-31		26	56		
OCDESIRE	56		56	38		-39	-28	20	28	45		
OCEXPECT	63		49	35		-39	-28	22	39	43		
PCTGIRLS		20										
MEDUC	38		70	61		-21			25	63		
RESIDE	22	-20		-29		-48	-39	48		-23		
PCTWHITE		24	61	71	-35			-67	29	70		-25
LIBRARY										20		
COUNSEL												
STABLE			20					-29				
PARATT	52	26	43	30	46				27	45	28	29
MORESB			-45	-51	47	26	28	31		-49	37	44
MORESG			-55	-61	54	29	27	36	-25	-59	44	47
VALUES	20		-29	-35	64	23	26	31		-32	47	48
HOMECLIM	56	40	26	31	49	38	48		37	33	51	61

NOTE: All correlation coefficients have been rounded to two decimal places and the leading decimal points have been omitted. Only $|r| \geq .19$ are printed because:

$|r| \geq .19$ is significant at the .05 level
$|r| \geq .25$ is significant at the .01 level

TABLE 11

CORRELATION MATRIX FOR 40 CONDITION VARIABLES
GRADE 9

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
GRENROLL	1																																								
PCTATTEN	2																																								
THOLDPOW	3		20																																						
HOUSING	4	30																																							
SLOCATE	5	38	-37	-19																																					
INNOVATE	6	19																																							
STAFFP	7	-34	-28		-31																																				
INSEXADM	8		-36		21	33	26	40																																	
ENROLCAP	9				27			-47																																	
TEXPER	10																																							
TAGE	11										94																														
TEDUC	12				34	21			44																																
PCTFEM	13	20			21	25			22																																
TLOCALE	14			-19	21		26		32		-32	-27	20																												
TCAREER	15																																								
TSATPAR	16		20		40								32	20	20	20																										
TSATFS	17													23			30																									
TSATPRIN	18															20	21	32																								
TSATST	19		23		35								25			27	72	19																								
PERSAD	20								23				21	23		23	28	39	84	20																					
PERDAD	21								19	19			20			21	38		28	24	38																				
CLPRACT	22																23			23																					
DISCREP	23								-31				-36	-20		-20	-42	-23	-52	-24	-67	-72																			
PERLERAT	24		25		40				28				40	21	23	24	67	35	40	67	54	47		-59																	
TSRELATE	25	-22							19								30			37	30	31	26	-33	34																
POCC	26	34			65	20	24		46		-29	-21	52	40	30		46			33	23			-32	50																
OCDESIRE	27	28			47	28			35		-28	-21	41	49			38			26					31		76														
OCEXPECT	28	29			45	35			34		-26		46	46			33			21					25		73	89													
PCTGIRLS	29																																								
MEDUC	30	25			61		23		40		-19		49	46	29		52			37	23	27		-35	52		92	76	71											
RESIDE	31	19	-44			82	19		44				26	31													29	38	43		19									
PCTWHITE	32		43		45	-49		-46	-30	24							30			23			-22		25		24				26	-52							
LIBRARY	33				27																		21	-21	24															
COUNSEL	34				21								23														23					20		35						
STABLE	35		26			-29		-20	-40				-25		-27												-23					-28	26							
PARATT	36				39				21	19			28	31		25	44		24	27	22	29		-25	40		46	52	54		47	21								
MORESB	37	-33			-39			38					19				-25						26			19	-42	-26	-22		-41		-56							
MORESG	38	-31			42			39		23			-21				-29			-24			20		-24		-43	-27	-19		-42		-69			86				
VALUES	39	-20						34	20														29									-54			26	61	67			
HOMECLIM	40															22	23											23	28						50	19		26		

Note: All correlation coefficients have been rounded to two decimal places and the leading decimal points have been omitted. Only $|r| \geq .19$ are printed because:

$|r| \geq .19$ is significant at the .05 level
$|r| \geq .25$ is significant at the .01 level

TABLE 12

CORRELATIONS AMONG GOALS
GRADE 9

	I	II	III-V	III-M	IV	V	VI	VII	VIII-A	VIII-K	IX
I											
II	29										
III-V	33	24									
III-M	22	26	85								
IV	39	42	-15	-17							
V	-04	51	-14	05	52						
VI	07	49	-07	09	56	86					
VII	12	-32	-36	-50	08	-24	-23				
VIII-A	47	29	38	39	15	09	16	-18			
VIII-K	31	36	86	85	-11	-03	02	-50	45		
IX	30	57	-07	-05	73	58	59	-08	12	01	
X	38	41	-09	-06	72	53	62	03	18	-04	62

NOTE: All correlation coefficients have been rounded to two decimal places and the leading decimal points have been omitted.

$|r| \geq .19$ is significant at the .05 level
$|r| \geq .25$ is significant at the .01 level

HOW EXPECTED SCORES ARE CALCULATED

It must be remembered that although a school's standing on a condition variable might be of interest in itself, the primary purpose of collecting information was to take into account those differences in schools, communities, instructional staff and students that delimit what a school can accomplish with its pupils and avoid the invidious comparisons that can occur when faced with only state norms as a baseline of comparison for a school. That is the purpose of the expected score, or expected score range: to calculate the score one would expect of a school knowing the resources at its disposal. The expected score involves no subjective judgment about the school. It is based upon a statistical analysis of what other schools are, in fact, able to do with that set of operating conditions.

The Regression Equation

Using the correlations of condition variables to the goal scores and the correlations of condition variables to one another, it is possible to determine what set of condition variables will best predict a school score on each goal. This technique of multiple regression analysis results in a regression equation for each goal. An expected score is obtained by multiplying the school's standing on each of the condition variables which form the best set of predictors by predetermined weights and then adding a prediction constant.* Since an expected score is not 100 per cent accurate, an expected score range is calculated by adding and subtracting one standard error of estimate from the expected school score. Thus even prior to administering the questionnaires for the 10 goals, by knowing a school's standing on the condition variables, one can give a range into which one would expect, with 68 per cent confidence, the school to score.

Schools Classified by Socioeconomic Status

To derive the regression equations, 9th grade schools are first partitioned by socioeconomic status (SES)into three categories and designated Upper SES, Middle SES and Lower SES. The classification is determined primarily by the school standing on the following set of variables: OCEXPECT, OCDESIRE, FOCC, MEDUC, RESIDE, PARATT, PCTFEM, SLOCATE, HOUSING.

---

* Expected score = $b_1 x_1 + b_2 x_2 + \ldots + b_n x_n + a$

Where b_i = regression weight for a condition variable
x_i = school score on the corresponding condition variable
a = prediction constant
n = number of variables used as predictors

Expected score range = Expected score $\pm$ standard error of estimate

A graphic display of the school's rank on each of these variables is found on page 24 of each school report. Factor scores (standard z-scores) were used to classify the schools into three equal sets of 38 schools. The cutoff points are:

Upper SES:	Factor score greater than 0.3033
Middle SES:	Factor score between (-) 0.4968 and 0.3033 inclusive
Lower SES:	Factor score less than (-) 0.4968

Separate Regressions

For schools falling into the Upper SES category the set of condition variables which will best predict a school score on Goal I is statistically selected. To each variable regression weights are assigned which will optimize the prediction on Goal I for all Upper SES schools.

The procedure is reiterated for all remaining goal areas. The process is then repeated for all schools designated Middle SES and Lower SES.

Scores for some goal areas are *"more predictable"* than others; likewise the predictability is not uniform across SES classifications. Table 13, which displays the per cent of variance explained (the square of the multiple-R, corrected for degrees of freedom), illustrates this phenomenon by goal area for the three SES classifications.

TABLE 13

Per Cent of Variance Explained
by Regression Equation

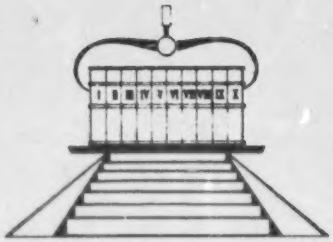
GOAL		Lower Third SES	Middle Third SES	Upper Third SES
I	Self Esteem	68.0	63.6	81.4
II	Understanding Others	73.6	79.6	69.6
III-V	Basic Skills: Verbal	88.9	89.8	87.0
III-M	Basic Skills: Math	89.3	87.2	91.6
IV	Interest in School	81.8	68.2	85.8
V	Citizenship	79.8	73.4	81.6
VI	Health Habits	80.0	69.4	80.0
VII	Creativity	52.1	89.1	80.5
VIII-A	Vocational Attitude	61.3	60.0	93.0
VIII-K	Vocational Knowledge	80.0	88.5	83.3
IX	Appreciating Human Accomplishments	83.1	53.3	84.8
X	Preparing for a Changing World	67.7	61.4	79.5

HIGHLIGHTS OF SCHOOL REPORT

The following yellow pages replicate a school report. Yellow pages 2 and 3 represent the results for a hypothetical Middle SES 9th grade school with its important points noted; page 3 is merely a graphic representation of the information provided on page 2.

Yellow pages 4-7 give the name, score and percentile rank for the 40 condition variables measured to obtain a profile of the school. They are classified according to the source of the data: administrators and department records, teachers and students. For the latter two categories percentage breakdowns of the teacher and student replies are reported for variables where the school score alone, often an average, might be deceiving.

Page 8 of the school report should be read carefully before exploring the remainder of the school report which employs criterion-referenced scoring. Since this scoring scheme dichotomizes student replies to an item as favorable or unfavorable (0 or 1) versus a range (0, 1, 2 or 3 on Goal I, for example), differing pictures may emerge. When a given test is scored in two different ways, one should not necessarily expect the results to appear the same.



Educational Quality Assessment

School Report: A Status Profile

Pennsylvania Department of Education 1973

<<< EQA, PHASE III--SPRING 1973: NAME = ID = DATE RUN = 08/08/73. >>>

1. STUDENT OUTPUTS:

A. GENERAL SUMMARY:

Number of student booklets scored for this goal

Shortened name for the goal

Mean raw score expected for the school

GOAL	AREA	NUMBER STUDENTS	ACTUAL SCHOOL SCORE	ACTUAL SCHOOL %ILE	EXPECTED SCORE RANGE
I	SELF ESTEEM	280	57.94	4	56.60 - 58.91
II	UNDERSTANDING OTHERS	280	58.44	45	57.85 - 59.31
III-V	BASIC SKILLS: VERBAL	286	14.90	10	15.14 - 16.14
III-M	BASIC SKILLS: MATH	286	15.45	12	15.40 - 16.47
IV	INTEREST IN SCHOOL	285	73.33	19	73.48 - 76.36
V	CITIZENSHIP	281	62.91	65	61.54 - 65.10
VI	HEALTH HABITS	285	65.55	41	64.52 - 68.18
VII	CREATIVITY	280	44.21	82	42.31 - 47.28
VIII-A	VOCATIONAL ATTITUDE	280	50.66	55	48.75 - 50.66
VIII-K	VOCATIONAL KNOWLEDGE	281	17.09	10	16.83 - 17.90
IX	APPRECIATING HUMAN ACCOMPLISHMENTS	280	54.35	18	52.38 - 55.10
X	PREPARING FOR A CHANGING WORLD	286	59.59	8	59.98 - 62.19

FOR COMPLETE INFORMATION, SEE MANUAL FOR INTERPRETING INTERMEDIATE SCHOOL REPORTS, 1973: HARRISBURG: PA. DEPARTMENT OF EDUCATION.

Mean raw score of the student booklets scored

Percentile rank in state for this school in each goal area

<<< EQA, PHASE III--SPRING 1973: NAME = ID = DATE RUN = 08/08/73. >>>

B. PERCENTILE BANDS BY GOALS:

CONFIDENCE INTERVALS

Distances based on Z-scores (see Appendix C)

PERCENTILES

```
*                1     2  3  4  5  6  7  8     9  9  9  9  *
*  1  2  5  0    0     0  0  0  0  0  0  0     0  5  8  9  *
```

GOAL	AREA
I	SELF ESTEEM
II	UNDERSTANDING OTHERS
III-V	BASIC SKILLS: VERBAL
III-M	BASIC SKILLS: MATH
IV	INTEREST IN SCHOOL
V	CITIZENSHIP
VI	HEALTH HABITS
VII	CREATIVITY
VIII-A	VOCATIONAL ATTITUDE
VIII-K	VOCATIONAL KNOWLEDGE
IX	APPRECIATING HUMAN ACCOMPLISHMENTS
X	PREPARING FOR A CHANGING WORLD

```
*  XXXXXAXXXXX                M                              *
*                             M                              *
*                             M                              *
*                    XXXXAXXXXXX                             *
*                             M                              *
*           A XXXXX           M                              *
*                             M                              *
*            AXXXXXXX         M                              *
*                             M                              *
*              AXXXXXXXX      M                              *
*                             M                              *
*                             MXXXXAXXXXX                    *
*                             M                              *
*                          XXAXXXXXX                         *
*                             M                              *
*                             M     XXXXAXXXXXXX             *
*                             M                              *
*            XXXXXXXXXXXXA    M                              *
*                             M                              *
*           AXXXXX            M                              *
*                             M                              *
*       XXXXXXXXXAXXX         M                              *
*                             M                              *
*         A   XXXXXXXXXXXM                                   *
```

N.B. AN 'A' IN THE TABLE DESIGNATES THE LOCATION OF THE OBSERVED, ACTUAL SCHOOL VALUE.

'M' IS USED TO REPRESENT THE MEDIAN (50TH %ILE).

THE XX ... XX BAND IS THE EXPECTATION BAND.

2. INDEPENDENT (PREDICTOR) VARIABLES:

A. FROM ADMINISTRATORS AND DEPARTMENT RECORDS:

VARIABLE NAME	ACRONYM	MEAN	SCHOOL %ILE	NUMBER REPLYING
GRADE ENROLLMENT	GRENROLL	906.00	99	1
PERCENTAGE ATTENDANCE	PCTATTEN	94.00	45	1
TEACHER HOLDING POWER	THOLDPOW	86.17	21	1
RESIDENCES IN SCHOOL'S COMMUNITY	HOUSING	3.65	64	1
SCHOOL LOCATION	SLOCATE	4.00	80	1
SCHOOL INNOVATE	INNOVATE	24.00	30	1
TEACHER TO PUPIL RATIO	STAFFP	1:27.5	58	1
INSTRUCTIONAL EXPENSES PER AVERAGE DAILY MEMBERSHIP	INSEXADM	556.00	48	1
RATIO OF SCHOOL'S ENROLLMENT TO CAPACITY	ENROLCAP	96.64	51	1
TEACHER EXPERIENCE	TEXPER	11.70	67	46
TEACHER AGE	TAGE	36.78	57	46
TEACHER EDUCATION	TEDUC	4.26	7	46
PER CENT FEMALE TEACHERS	PCTFEM	54.35	88	1

B. FROM TEACHERS:

VARIABLE NAME	ACRONYM	MEAN	SCHOOL %ILE	NUMBER REPLYING
TEACHER LOCALE	TLOCALE	1.62	56	45
TEACHER CAREER	TCAREER	2.14	15	44
TEACHER SATISFACTION WITH RELATIONSHIPS--PARENTS	TSATPAR	2.95	52	44
TEACHER SATISFACTION WITH RELATIONSHIPS--STAFF	TSATFS	3.53	73	45
TEACHER SATISFACTION WITH RELATIONSHIPS--PRINCIPAL	TSATPRIN	2.44	7	45
TEACHER SATISFACTION WITH RELATIONSHIPS--STUDENTS	TSATST	3.00	43	45
TEACHER PERCEPTION OF SCHOOL ADMINISTRATION	PERSAD	15.29	20	45
TEACHER PERCEPTION OF DISTRICT ADMINISTRATION	PERDAD	4.67	5	45
CLASSROOM PRACTICES	CLPRACT	9.78	62	45
DISCREPANCY	DISCREP	7.80	68	45
TEACHER PERCEPTION OF LEARNING ATMOSPHERE	PERLERAT	13.20	43	46
TEACHER/STUDENT RELATIONSHIPS	ISRELATE	19.82	27	45

****

<<< TLOCALE >>>

WHERE HAVE YOU SPENT MOST OF YOUR LIFE?

OUTSIDE THIS STATE	2%
IN THIS STATE, BUT OUTSIDE THIS TOWN, CITY OR IMMEDIATE AREA	58%
IN THIS TOWN, CITY OR IMMEDIATE AREA	40%

****

<<< TCAREER >>>

IF YOU HAD THE OPPORTUNITY NOW OR LATER, WOULD YOU LIKE TO:

TAKE A POSITION OUTSIDE EDUCATION	36%
TAKE A POSITION IN EDUCATION OTHER THAN CLASSROOM TEACHER	14%
CONTINUE AS A CLASSROOM TEACHER	50%

<<< TSATPAR; TSATFS; TSATPRIN; TSATST >>>

IN YOUR TEACHING SITUATION HOW SATISFIED ARE YOU WITH YOUR RELATIONSHIPS WITH:

VS = Very satisfied
SS = Somewhat satisfied
SD = Somewhat dissatisfied
VD = Very dissatisfied

These item replies can be compared to the state averages; see Table 9

	VS	SS	SD	VD
PARENTS AND PARENT GROUPS	16%	64%	20%	0%
FELLOW STAFF MEMBERS	58%	38%	4%	0%
THE SCHOOL PRINCIPAL	11%	40%	31%	18%
STUDENTS	27%	49%	22%	2%

<<< PERLERAT >>>

SURVEY OF SCHOOL PROBLEMS: (PER CENT = YES RESPONSES)

THE HOME ENVIRONMENT OF THE PUPILS IS NOT GOOD	87%
PUPILS ARE NOT WELL FED AND WELL CLOTHED	33%
THE DIFFERENT RACES OR ETHNIC GROUPS DON'T GET ALONG	0%
PARENTS ATTEMPT TO INTERFERE WITH THE SCHOOL	46%
THERE IS TOO MUCH COMPETITION FOR GRADES	20%
THERE IS TOO MUCH EMPHASIS ON ATHLETICS	35%
THERE ARE TOO MANY ABSENCES AMONG STUDENTS	39%
THE CLASSES ARE TOO LARGE FOR EFFECTIVE TEACHING	80%
THERE SHOULD BE A BETTER MIXTURE, THE STUDENTS ARE ALL TOO MUCH OF ONE TYPE	26%
TOO MUCH TIME HAS TO BE SPENT ON DISCIPLINE	50%
THE STUDENTS AREN'T REALLY INTERESTED IN LEARNING	65%
THERE IS A LACK OF EFFECTIVE LEADERSHIP FROM THE SCHOOL ADMINISTRATION	76%
THE PARENTS PUT TOO MUCH PRESSURE ON THE STUDENTS FOR GOOD GRADES	22%
THE TEACHERS DON'T SEEM TO BE ABLE TO WORK WELL TOGETHER	9%
TEACHERS HAVE TOO LITTLE FREEDOM IN SUCH MATTERS AS TEXTBOOK SELECTION, CURRICULUM, AND DISCIPLINE	33%
THERE IS TOO MUCH STUDENT TURNOVER	4%
THE PARENTS DON'T TAKE ENOUGH INTEREST IN THEIR CHILDREN'S SCHOOL WORK	65%
WE HAVE POOR INSTRUCTIONAL EQUIPMENT: SUPPLIES, BOOKS, LABORATORY EQUIPMENT, ETC.	7%
THERE ARE TOO MANY INTERRUPTIONS DURING CLASS PERIODS	28%
THERE IS TOO MUCH TEACHER TURNOVER	57%
THERE IS TOO MUCH TURNOVER OF ADMINISTRATORS	0%

C. FROM STUDENTS:

VARIABLE NAME	ACRONYM	MEAN	SCHOOL %ILE	NUMBER REPLYING
FATHER'S OCCUPATION	FOCC	35.31	57	269
OCCUPATIONAL DESIRE	OCDESIRE	46.39	25	275
OCCUPATIONAL EXPECTATION	OCEXPECT	40.93	31	270
PER CENT GIRLS	PCTGIRLS	49.83	50	1
MOTHER'S EDUCATION	MEDUC	3.96	53	285
TYPE OF COMMUNITY	RESIDE	1.76	30	287
PER CENT WHITE STUDENTS	PCTWHITE	97.20	77	1
ACCESSIBILITY OF LIBRARY	LIBRARY	4.64	91	287
ACCESSIBILITY OF COUNSELOR	COUNSEL	4.49	30	287
STABILITY OF STUDENT RESIDENCES	STABLE	4.70	12	287
PARENTAL ATTITUDE TOWARD SCHOOL	PARATT	5.15	10	285
MORES--BOYS	MORESB	3.94	32	205
MORES--GIRLS	MORESG	3.39	17	282
PERSONAL VALUES	VALUES	4.71	68	283
HOME CLIMATE	HOMECLIM	12.84	9	280

****

<<< RESIDE >>>

IN WHAT TYPE OF COMMUNITY ARE YOU NOW LIVING?

IN THE OPEN COUNTRY OR IN A FARMING COMMUNITY	27%
IN A SMALL TOWN (LESS THAN 10,000 PEOPLE) THAT IS NOT A SUBURB	71%
INSIDE A MEDIUM SIZE CITY (10,000 TO 100,000 PEOPLE)	1%
INSIDE A LARGE CITY (100,000 TO 500,000 PEOPLE)	0%
IN A VERY LARGE CITY (OVER 500,000 PEOPLE)	0%
IN A SUBURB OF A MEDIUM SIZE CITY	1%
IN A SUBURB OF A LARGE CITY	0%
IN A SUBURB OF A VERY LARGE CITY	0%

****

<<< PCTWHITE >>>

WHICH OF THE FOLLOWING BEST DESCRIBES YOU?

BLACK	0%
WHITE	97%
AMERICAN INDIAN	1%
ORIENTAL	1%
PUERTO RICAN	0%
OTHER	1%

****

<<< LIBRARY >>>

HOW OFTEN ARE YOU ABLE TO USE THE SCHOOL LIBRARY?

AS OFTEN AS I NEED TO	80%
FREQUENTLY, BUT NOT AS OFTEN AS I WOULD LIKE TO	8%

ONLY TWO OR THREE DAYS A WEEK	7%
ONLY WHEN MY CLASS IS SCHEDULED FOR LIBRARY WORK	5%
THERE IS NO LIBRARY IN THIS SCHOOL	0%

****

<<< COUNSEL >>>

HOW OFTEN ARE YOU ABLE TO TALK WITH YOUR GUIDANCE COUNSELOR ABOUT A CONCERN?

WHENEVER I NEED TO	72%
OFTEN, BUT NOT AS FREQUENTLY AS I WOULD LIKE TO	14%
ONLY WHEN MAKING OUT A CLASS SCHEDULE	6%
ONLY DURING A GROUP GUIDANCE SESSION	8%
THIS SCHOOL DOES NOT HAVE A GUIDANCE COUNSELOR	0%

****

<<< STABLE >>>

HOW MANY DIFFERENT SCHOOL BUILDINGS HAVE YOU ATTENDED WITHIN THE PAST THREE YEARS BECAUSE YOUR FAMILY CHANGED RESIDENCE?

MY FAMILY HAS NOT MOVED WITHIN THE PAST THREE YEARS	80%
2 SCHOOL BUILDINGS	13%
3 SCHOOL BUILDINGS	5%
4 SCHOOL BUILDINGS	2%
5 OR MORE SCHOOL BUILDINGS	0%

****

<<< PARATT >>>

Almost always
Usually
Sometimes
Never

	AA	U	S	N
MY PARENTS ENJOY HEARING ABOUT SCHOOL	39%	23%	28%	9%
MY PARENTS FEEL THE SCHOOL IS DOING A GOOD JOB	22%	34%	33%	11%
MY PARENTS SUPPORT WHAT THE SCHOOL DOES	19%	31%	39%	12%

****

<<< MORESB-MORESG-VALUES >>>

MORESB/ MORESG: AMONG THE QUALITIES LISTED BELOW, WHAT IS THE SINGLE BEST WAY FOR A BOY /GIRL TO GET TO BE IMPORTANT AND LOOKED UP TO BY OTHER STUDENTS IN THIS SCHOOL?

VALUES: AMONG THE QUALITIES LISTED BELOW, WHAT DO YOU FEEL IS MOST IMPORTANT TO YOU PERSONALLY, REGARDLESS OF WHAT OTHERS MAY CHOOSE?

	MORESB	MORESG	VALUES
BEING BRIGHT AND WELL INFORMED	7%	4%	14%
DOING WELL IN SCHOOL	6%	3%	26%
BEING A LEADER IN SCHOOL ACTIVITIES	19%	10%	5%
BEING FUN TO BE WITH	35%	38%	41%
BEING AN ATHLETIC STAR OR CHEERLEADER	15%	9%	5%
BEING GOOD-LOOKING OR ATTRACTIVE	12%	32%	4%
COMING FROM THE RIGHT FAMILY	6%	5%	5%

****

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*
GOAL PROFILES BASED ON CRITERION - REFERENCED SCORING MODEL
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THIS SECTION IS DESIGNED TO OUTLINE THE CONTENT OF THE SCALES USED IN THE ASSESSMENT BATTERY AND TO SPECIFY WITHIN EACH SCALE THE STUDENT PERFORMANCE LEVELS. EACH SCALE'S GENERAL AND SPECIFIC CONTENT IS DISCUSSED. THE FOLLOWING INFORMATION IS PROVIDED FOR ALL SCALES MEASURING STUDENT ATTITUDES:

GENERAL SCALE DESCRIPTION:
A BRIEF DESCRIPTION OF THE GENERAL CONTENT MEASURED BY THE SCALE TOGETHER WITH THE RESPONSE OPTIONS AVAILABLE TO THE STUDENT. SAMPLES OF POSITIVELY AND NEGATIVELY WORDED STATEMENTS ARE GIVEN.

CRITERION FOR FAVORABLE RESPONSE TO ITEMS:
RESPONSE OPTIONS TO ITEMS ARE PREJUDGED TO REFLECT A FAVORABLE OR UNFAVORABLE ATTITUDE. THIS PARAGRAPH IDENTIFIES THOSE RESPONSES CONSIDERED TO BE FAVORABLE AND THOSE JUDGED UNFAVORABLE.

SUBSCALE DESCRIPTION:
THE SCALES USED TO MEASURE THE GOAL AREAS ARE SEPARATED INTO SUBSCALES, EACH REPRESENTING SPECIFIC CONTENT AREAS. THE DESCRIPTIONS OF THE SUBSCALES ARE GIVEN TO THE LEFT OF THE PROFILE CHART AND IDENTIFY THE PARTICULAR DIMENSION BEING MEASURED. A SAMPLE ITEM IS GIVEN FOR EACH SUBSCALE.

PROFILE:
A CRITERION-REFERENCED SCORING MODEL IS USED TO GENERATE THE INFORMATION FOUND ON THE PROFILE. THIS MODEL DICHOTOMIZES STUDENT RESPONSES INTO THOSE WHICH ARE CONSIDERED FAVORABLE AND THOSE WHICH ARE CONSIDERED UNFAVORABLE. THE NUMBER OF FAVORABLE RESPONSES IS THEN COMPARED TO A STANDARD. THE PERFORMANCE STANDARD REQUIRES THAT THE STUDENT ANSWER IN A FAVORABLE WAY MORE THAN ONE HALF THE ITEMS COMPRISING THE SUBSCALE. THE PER CENT OF STUDENTS WHO HAVE MET OR EXCEEDED THIS STANDARD IS SHOWN BY A SERIES OF L'S ON THE PROFILE CHART. THE PER CENT OF STUDENTS STATE-WIDE WHO HAVE ANSWERED MORE THAN ONE HALF OF THE ITEMS IN A FAVORABLE WAY IS REPRESENTED BY A SERIES OF S'S. THE PER CENT OF STATE VS. LOCAL STUDENTS MEETING THE STANDARD ON THE TOTAL SCALE IS ALSO PRESENTED.

<<< EQA, PHASE III--SPRING 1973: NAME = ID = DATE RUN = 08/08/73. >>>

GOAL I - SELF ESTEEM

GENERAL SCALE DESCRIPTION:
ITEMS ARE SELF-DESCRIPTION STATEMENTS. TEN ARE POSITIVELY WORDED ('I'M EASY TO GET ALONG WITH') AND 26 ARE NEGATIVELY WORDED ('THINGS ARE ALL MIXED UP IN MY LIFE'). RESPONSE OPTIONS OPEN TO THE STUDENT ARE (1) VERY MUCH LIKE ME (2) USUALLY LIKE ME (3) USUALLY UNLIKE ME (4) VERY MUCH UNLIKE ME.

CRITERION FOR FAVORABLE RESPONSE TO ITEMS:
RESPONSES (1) AND (2) ARE CONSIDERED FAVORABLE RESPONSES TO POSITIVELY WORDED ITEMS. RESPONSE OPTIONS (3) AND (4) ARE CONSIDERED FAVORABLE RESPONSES TO NEGATIVELY WORDED ITEMS.

SELF ESTEEM PROFILE

STUDENTS DISPLAYING POSITIVE ATTITUDES ON SUB AND TOTAL SCALES
(IN PER CENT)

SUBSCALE DESCRIPTIONS AND SAMPLE ITEMS
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
SELF CONFIDENCE: FEELINGS OF SUCCESS, SELF-DETERMINATION, ATTRACTIVENESS AND SELF-WORTH-'I'M PRETTY SURE OF MYSELF'
FEELING OF CONTROL OVER ENVIRONMENT: BELIEF THAT SUCCESS IN SCHOOL AND WORK DEPEND ON EFFORT, NOT LUCK-'MY GETTING THINGS TO WORK IS MORE A MATTER OF LUCK THAN EFFORT.'
RELATIONSHIPS WITH OTHERS: PERCEIVED EASE IN MAKING AND KEEPING FRIENDS AND FEELINGS OF ACCEPTANCE BY OTHERS-'I OFTEN FEEL PICKED ON BY OTHER KIDS'
SELF IMAGE IN SCHOOL: FEELING OF SUCCESS IN SCHOOLWORK, CLASS RECITATION AND TEACHER RELATIONSHIPS-'I ENJOY BEING CALLED ON IN CLASS.'
TOTAL SCALE:

<<< EQA, PHASE III--SPRING 1973: NAME = ID = DATE RUN = 08/08/73. >>>

GOAL II - UNDERSTANDING OTHERS

GENERAL SCALE DESCRIPTION:

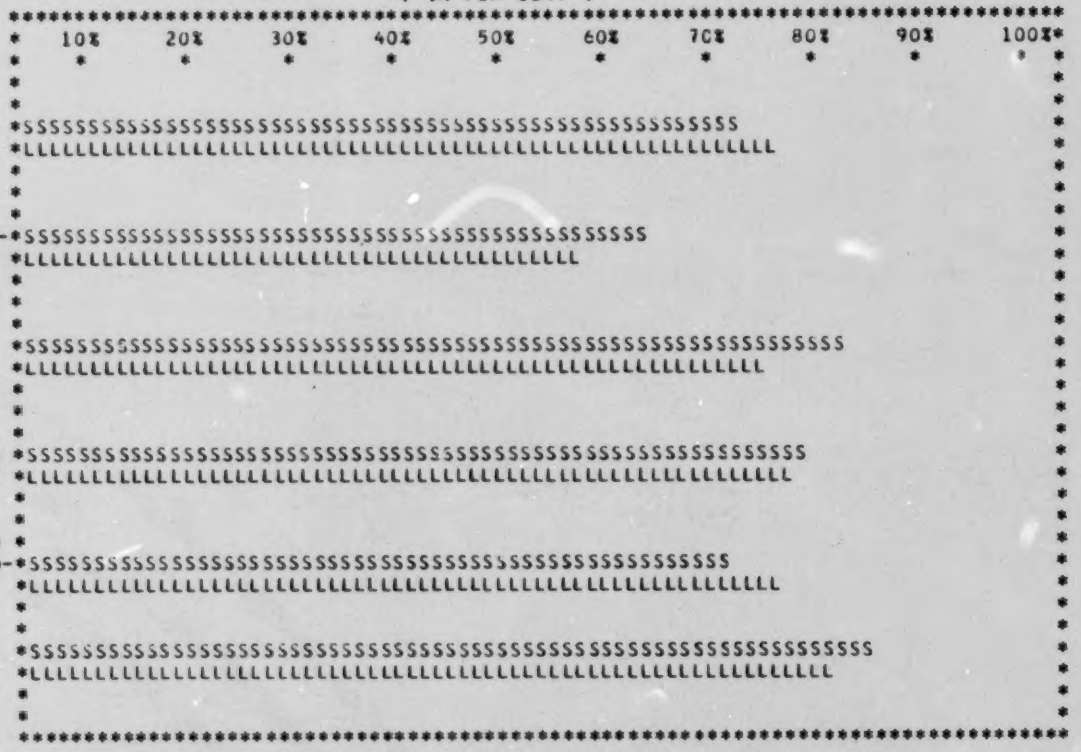
ITEMS DESCRIBE SITUATIONS WHERE DIFFERING OTHERS INTERACT WITH THE INDIVIDUAL. DIFFERENCES ARE IN TERMS OF RACIAL, RELIGIOUS AND SOCIAL BACKGROUNDS OR PHYSICAL AND MENTAL ATTRIBUTES. TWENTY-FOUR ITEMS SUGGEST AN APPROACH TOWARD THE STUDENT (E.G., A CRIPPLE WANTS YOU TO BECOME A CLOSE FRIEND). NINE ITEMS SUGGEST AN AVOIDANCE OF THE STUDENT (E.G., A GIRL WITH A BAD LIMP AVOIDS YOU BECAUSE SHE THINKS YOU MIGHT MAKE FUN OF HER). RESPONSE CHOICES ARE 'I WOULD FEEL' (1) VERY UNCOMFORTABLE, (2) UNCOMFORTABLE, (3) COMFORTABLE AND (4) VERY COMFORTABLE.

CRITERION FOR FAVORABLE RESPONSE TO ITEMS:

RESPONSE OPTIONS (1) AND (2) ARE CONSIDERED FAVORABLE TO AVOIDANCE ITEMS. OPTIONS (3) AND (4) ARE CONSIDERED FAVORABLE TO APPROACH ITEMS.

UNDERSTANDING OTHERS PROFILE

STUDENTS DISPLAYING POSITIVE ATTITUDES ON SUB AND TOTAL SCALES
(IN PER CENT)


SUBSCALE DESCRIPTIONS AND SAMPLE ITEMS
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
RACE: COMFORT WHEN INTERACTING WITH OTHERS OF ANOTHER RACE-'SOMEONE WHOSE SKIN COLOR IS DIFFERENT FROM YOURS WANTS TO BECOME YOUR CLOSE FRIEND.'
RELIGION: COMFORT WHEN INTERACTING WITH OTHERS OF DIFFERENT RELIGIOUS BELIEFS-'A PERSON OF A DIFFERENT RELIGION INVITES YOU TO HIS OR HER CHURCH.'
SOCIOECONOMIC STATUS: COMFORT WITH OTHERS WHO ARE RICHER OR POORER THAN SELF-'MANY PEOPLE MUCH POORER THAN YOU MOVE INTO YOUR NEIGHBORHOOD.'
INTELLIGENCE: COMFORT WITH OTHERS OF HIGHER OR LOWER ABILITY LEVELS-'IT IS DECIDED THAT RETARDED STUDENTS SHOULD BE PUT INTO YOUR REGULAR CLASSES.'
HANDICAP: COMFORT WHEN INTERACTING WITH OTHERS WHO ARE PHYSICALLY HANDICAPPED-'YOU MUST SHARE A LOCKER WITH SOMEONE WHO WEARS LEG BRACES.'
TOTAL SCALE:

<<< EQA, PHASE III--SPRING 1973: NAME = ID = DATE RUN = 08/08/73. >>>

GOAL III-V - BASIC SKILLS (VERBAL)

GENERAL SCALE DESCRIPTION:
THIS IS A 15-MINUTE TIMED TEST WHICH CORRELATES HIGHLY WITH STANFORD AND IOWA VERBAL ACHIEVEMENT TESTS. THE SCALE CONTAINS 30 VERBAL ANALOGIES, EACH PRESENTED IN A MULTIPLE-FOUR-CHOICE FORMAT. SAMPLE ITEM: BEAT IS TO HEART AS ----- IS TO -----. SAMPLE ANSWER CHOICES: (A) CRY IS TO BABY, (B) DROP IS TO WATER, (C) SNAP IS TO TWIG AND (D) TICK IS TO WATCH.

SCORING FOR SCALE:
ONE POINT IS GIVEN FOR EACH CORRECT ANSWER. TOTAL SCORE IS THE NUMBER OF CORRECT ANSWERS GIVEN BY THE STUDENT.

DISTRIBUTION OF SCORES:
THE BAR GRAPH BELOW PRESENTS A CUMULATIVE FREQUENCY DISTRIBUTION FOR STATE VS. LOCAL STUDENT SCORES ON THIS SCALE. THE LEFT HAND COLUMN DESCRIBES THE LOWER LIMITS OF EACH OF FOUR SCORING CATEGORIES USED.

SCORING CATEGORIES

CATEGORY I: PER CENT SCORING 12 OR ABOVE. THOSE PASSING THIS CUT-OFF ARE ABOVE THE 18TH PERCENTILE FOR STUDENTS IN STATE.

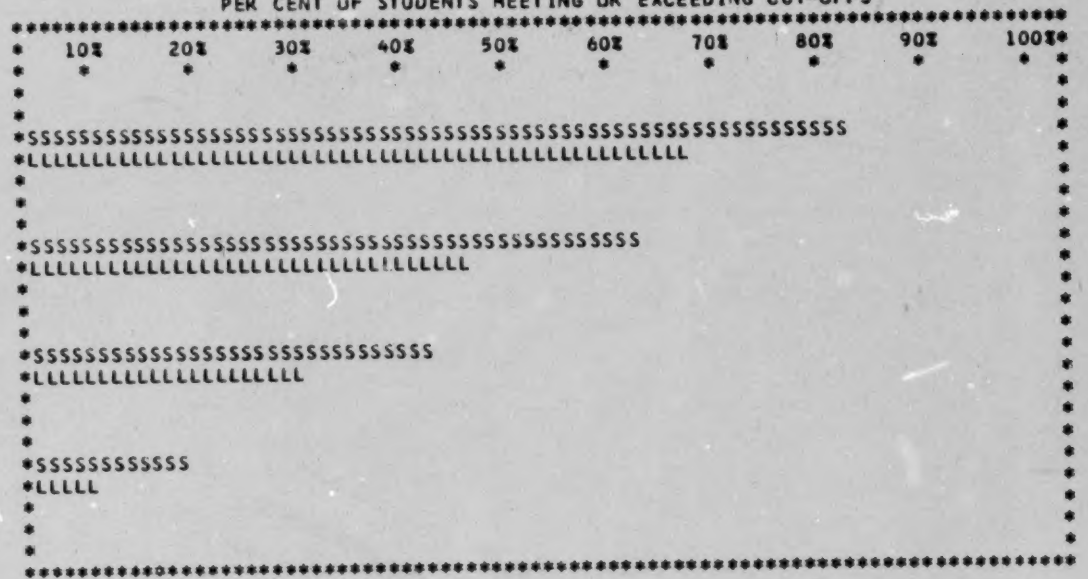
CATEGORY II: PER CENT SCORING 16 OR ABOVE. THOSE PASSING THIS CUT-OFF ARE ABOVE THE 38TH PERCENTILE FOR STUDENTS IN STATE.

CATEGORY III: PER CENT SCORING 19 OR ABOVE. THOSE PASSING THIS CUT-OFF ARE ABOVE THE 57TH PERCENTILE FOR STUDENTS IN STATE.

CATEGORY IV: PER CENT SCORING 23 OR ABOVE. THOSE PASSING THIS CUT-OFF ARE ABOVE THE 81ST PERCENTILE FOR STUDENTS IN STATE.

CUMULATIVE FREQUENCY DISTRIBUTION: VERBAL

PER CENT OF STUDENTS MEETING OR EXCEEDING CUT-OFFS



<<< EQA, PHASE III--SPRING 1973: NAME = ID = DATE RUN = 08/08/73. >>>

GOAL III-M - BASIC SKILLS (MATH)

GENERAL SCALE DESCRIPTION:

THIS IS A 30-ITEM TIMED TEST WHICH CORRELATES HIGHLY WITH STANFORD AND IOWA MATH ACHIEVEMENT TESTS. ITS ABILITY TO DISCERN SPECIFIC STRENGTHS AND WEAKNESSES IN MATH-RELATED AREAS IS LIMITED. HOWEVER, IT IS CONSIDERED TO BE A GOOD MEASURE FOR THE GENERAL LEVEL OF MATH ACHIEVEMENT ON A GROUP BASIS. MODERN MATH CONCEPTS (E.G., SET NOTATION, MODULAR ARITHMETIC, ETC.) AND ADVANCED CONCEPTS (E.G., TRIGONOMETRY, LOGIC, GEOMETRIC PROOFS) ARE NOT INCLUDED. AREAS TAPPED ARE ARITHMETIC COMPUTATION, ALGEBRAIC AND GEOMETRIC CONCEPTS, AND MEASUREMENT. EACH ITEM REQUIRES STUDENTS TO MAKE A SIZE COMPARISON BETWEEN TWO QUANTITIES. SAMPLE ITEM: QUANTITY A=$3.03, QUANTITY B=VALUE OF 33 DIMES. ANSWER CHOICES: (1) A IS GREATER (2) B IS GREATER (3) A=B (4) NOT ENOUGH INFORMATION TO DECIDE.

SCORING FOR SCALE:

ONE POINT IS GIVEN FOR EACH CORRECT ANSWER. TOTAL SCORE IS THE NUMBER OF CORRECT ANSWERS GIVEN BY THE STUDENT.

DISTRIBUTION OF SCORES:

THE BAR GRAPH BELOW PRESENTS A CUMULATIVE FREQUENCY DISTRIBUTION FOR STATE VS. LOCAL STUDENT SCORES ON THIS SCALE. THE LEFT HAND COLUMN DESCRIBES THE LOWER LIMITS OF EACH OF FOUR SCORING CATEGORIES USED.

SCORING CATEGORIES

CATEGORY I: PER CENT SCORING 13 OR ABOVE. THOSE PASSING THIS CUT-OFF ARE ABOVE THE 20TH PERCENTILE FOR STUDENTS IN STATE.

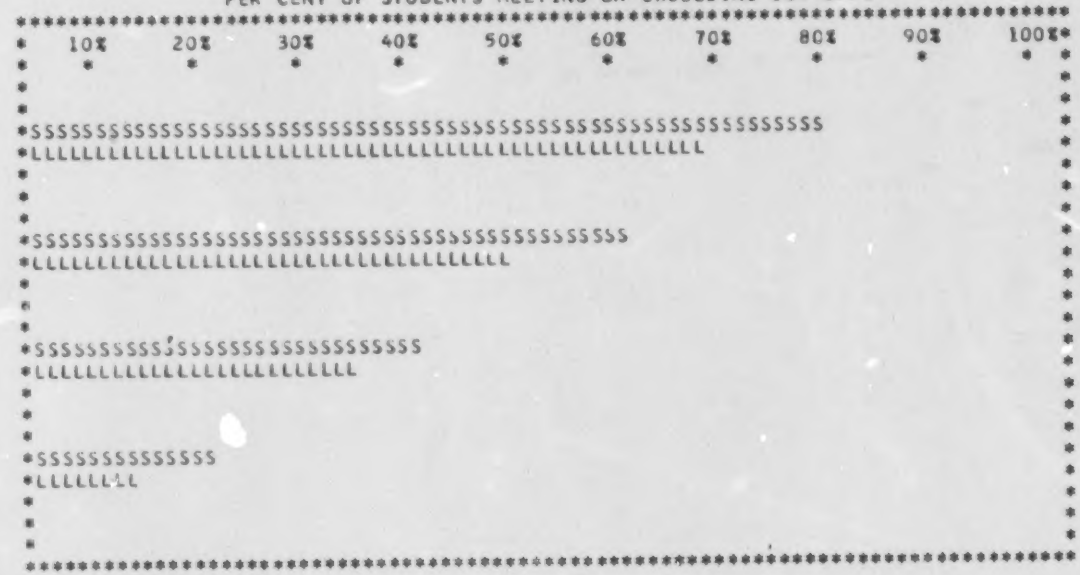
CATEGORY II: PER CENT SCORING 16 OR ABOVE. THOSE PASSING THIS CUT-OFF ARE ABOVE THE 39TH PERCENTILE FOR STUDENTS IN STATE.

CATEGORY III: PER CENT SCORING 19 OR ABOVE. THOSE PASSING THIS CUT-OFF ARE ABOVE THE 59TH PERCENTILE FOR STUDENTS IN STATE.

CATEGORY IV: PER CENT SCORING 22 OR ABOVE. THOSE PASSING THIS CUT-OFF ARE ABOVE THE 79TH PERCENTILE FOR STUDENTS IN STATE.

CUMULATIVE FREQUENCY DISTRIBUTION: MATH

PER CENT OF STUDENTS MEETING OR EXCEEDING CUT-OFFS



<<< FOA, PHASE III--SPRING 1973: NAME = ID = DATE RUN = 08/08/73. >>>

GOAL IV - INTEREST IN SCHOOL

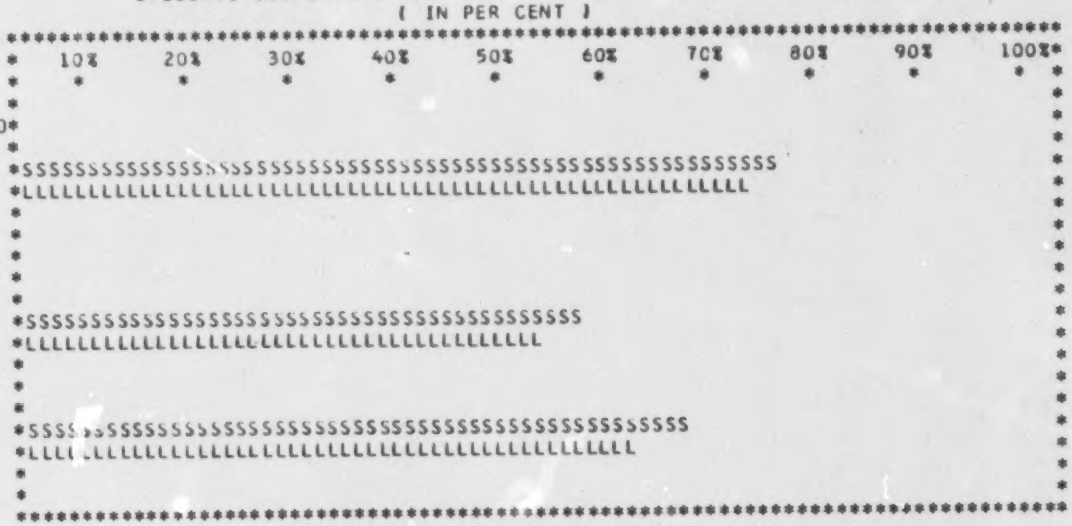
GENERAL SCALE DESCRIPTION:
THERE ARE 30 STATEMENTS ABOUT THE SCHOOL, TEACHERS, COURSE CONTENT, AND THE LEARNING EXPERIENCE. FIFTEEN ITEMS CAST THESE AREAS IN A FAVORABLE LIGHT (E.G., MOST OF MY SUBJECTS THIS YEAR ARE WORTHWHILE). THE REMAINING ITEMS ARE NEGATIVELY STATED (E.G., TEACHERS DON'T KNOW WHAT THEY ARE TALKING ABOUT). RESPONSE OPTIONS AVAILABLE TO THE STUDENT ARE (1) STRONGLY AGREE, (2)AGREE, (3) UNCERTAIN, (4) DISAGREE, (5) STRONGLY DISAGREE.

CRITERION FOR FAVORABLE RESPONSE TO ITEMS:
RESPONSE OPTIONS (1) AND (2) ARE CONSIDERED FAVORABLE RESPONSES TO POSITIVELY WORDED ITEMS. OPTIONS (4) AND (5) ARE CONSIDERED FAVORABLE RESPONSES TO NEGATIVELY WORDED ITEMS.

INTEREST IN SCHOOL PROFILE

STUDENTS DISPLAYING POSITIVE ATTITUDES ON SUB AND TOTAL SCALES
(IN PER CENT)

SUBSCALE DESCRIPTIONS AND SAMPLE ITEMS



ATTITUDE TOWARD LEARNING: WILLINGNESS TO EXPEND EFFORT TO LEARN AND VALUING THE IMPORTANCE OF CONTINUED LEARNING THROUGHOUT LIFE-'IT IS VERY IMPORTANT TO ME TO LEARN AS MUCH AS I POSSIBLY CAN.'

ATTITUDE TOWARD SCHOOL: BELIEF SCHOOL ATTENDANCE IS IMPORTANT; ATTITUDE TOWARD SCHOOL SETTING, TEACHERS AND COURSE WORK -'MOST OF MY CLASSES THIS YEAR ARE BORING.'

TOTAL SCALE:

<<< EVA, PHASE III--SPRING 1973: NAME = ID = DATE RUN = 08/08/73. >>>

GOAL V - CITIZENSHIP

GENERAL SCALE DESCRIPTION:
ITEMS MEASURE WILLINGNESS TO EXHIBIT GOOD CITIZENSHIP IN MANY SOCIAL SITUATIONS UNDER A VARIETY OF MOTIVATING CONDITIONS. SOCIAL CONTEXTS ARE GIVEN BY 18 STORIES, EACH POSING A PROBLEM AND SUGGESTING AN ACTION PRE-DEFINED AS GOOD OR POOR CITIZENSHIP. EACH STORY HAS THREE ITEMS WHICH LIST POSITIVE OR NEGATIVE CONSEQUENCES RESULTING FROM THE ACTION. STUDENTS ARE ASKED TO DECIDE WHETHER TO TAKE THE ACTION FOR EACH CONSEQUENCE. SAMPLE STORY: 'MORTON IS IN TOWN WITH HIS FRIENDS. A FIRE BREAKS OUT. POLICEMEN TELL THE GROUP TO LEAVE THE AREA.' SAMPLE ITEM: IF I WERE MORTON I WOULD OBEY THE POLICE WHEN I KNEW MOST OF MY FRIENDS WERE STAYING DESPITE THE ORDER. RESPONSE CHOICES ARE (1) YES, (2) MAYBE, (3) NO.

CRITERION FOR FAVORABLE RESPONSE TO ITEMS:
RESPONSE OPTION (1) IS CONSIDERED FAVORABLE WHEN THE SUGGESTED ACTION REFLECTS GOOD CITIZENSHIP. OPTION (3) IS FAVORABLE WHEN THE SUGGESTED ACTION REFLECTS POOR CITIZENSHIP.

CITIZENSHIP PROFILE

STUDENTS DISPLAYING POSITIVE ATTITUDES ON SUB AND TOTAL SCALES
(IN PER CENT)

SUBSCALE DESCRIPTIONS AND SAMPLE ITEMS	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
WELFARE & DIGNITY OF OTHERS: CONCERN FOR FEELINGS OF OTHERS, WILLINGNESS TO PROTEST RACIAL DISCRIMINATION AND TO ACCEPT NEW PEOPLE INTO THE GROUP-' I'D MAKE FUN OF A PERSON WHEN MY FRIENDS WERE DOING IT ALSO.'	S	S	S	S	S	S	S	S	S	S
	L	L	L	L	L	L	L			
RESPECT FOR LAW & AUTHORITY: WILLINGNESS TO REPORT LAW-BREAKING, TO REFRAIN FROM DESTRUCTIVE ACTIONS AND TO OBEY AUTHORITIES DURING EMERGENCIES-' I'D THROW ROCKS DURING A PROTEST IF THERE WERE NO CHANCE OF ANYONE GETTING HURT'	S	S	S	S	S	S	S			
	L	L	L	L	L	L	L			
RESPONSIBILITY & INTEGRITY: WILLINGNESS TO REPORT OWN MISTAKES AND HONORING SELF-MADE COMMITMENTS TO GROUP AND INDIVIDUALS- 'AFTER ACCIDENTALLY BREAKING SCHOOL WINDOW, I'D REPORT MYSELF EVEN IF I'D HAVE TO PAY FOR THE WINDOW.'	S	S	S	S	S	S	S			
	L	L	L	L	L	L	L			
TOTAL SCALE:	S	S	S	S	S	S	S			
	L	L	L	L	L	L	L			

<<< EQA, PHASE III--SPRING 1973: NAME = ID = DATE RUN = 08/08/73. >>>

GOAL VI - HEALTH HABITS

GENERAL SCALE DESCRIPTION:
ITEMS MEASURE WILLINGNESS TO DISPLAY PROPER HEALTH BEHAVIORS IN THE AREAS OF PERSONAL HYGIENE, DIET, DRUGS AND SAFETY. THE FORMAT USES 18 STORIES, EACH POSING A SITUATION WHERE A HEALTH-RELATED DECISION IS REQUIRED. THREE POSSIBLE OUTCOMES OF THE DECISION ARE GIVEN IN EACH STORY. THE STUDENT DECIDES WHETHER TO TAKE A PROPER HEALTH ACTION FOR EACH OF THE OUTCOMES. SAMPLE STORY: 'NORMA HAS A STOMACH ACHE. THE DOCTOR GIVES HER SOME PILLS. THE DOCTOR TELLS HER TO TAKE TWO PILLS EVERY FOUR HOURS.' SAMPLE ITEM: 'IF I WERE NORMA, I WOULD TAKE AN EXTRA PILL WHEN I KNEW IT WOULD MAKE ME FEEL MORE RELAXED.' RESPONSE CHOICES ARE (1) YES, (2) MAYBE, (3) NO.

CRITERION FOR FAVORABLE RESPONSE TO ITEM:
RESPONSE OPTION (1) IS CONSIDERED FAVORABLE TO ITEMS SUGGESTING A PROPER HEALTH BEHAVIOR. OPTION (3) IS FAVORABLE WHEN THE SUGGESTED ACTION IS AN IMPROPER HEALTH BEHAVIOR.

HEALTH PROFILE

STUDENTS DISPLAYING POSITIVE ATTITUDES ON SUB AND TOTAL SCALES
(IN PER CENT)

SUBSCALE DESCRIPTIONS AND SAMPLE ITEMS	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
PERSONAL HEALTH: WILLINGNESS TO FOLLOW PROPER DIET, TAKE PROPER MEDICAL PRECAUTIONS-' I'D USE A FRIEND'S CHAPSTICK KNOWING MY FRIEND HAD A SLIGHT COLD.'	S	S	S	S	S	S	S	S	S	S
	L	L	L	L	L	L	L	L	L	L
SAFETY: RESTRAINT FROM UNNECESSARY RISK-TAKING AT HOME, AT SCHOOL AND AT PLAY-' I'D PLAY A GAME OF 'CHICKEN' ON A BIKE IF I MIGHT WIN THE GAME.'	S	S	S	S	S	S	S	S	S	S
	L	L	L	L	L	L	L	L	L	L
DRUGS: RESTRAINT FROM IMPROPER USE OF PRESCRIPTION DRUGS, EXPERIMENTATION WITH DRUGS, AND MAINTAINING CLOSE CONTACT WITH OTHERS USING DRUGS-' I'D STAY AT A PARTY WHERE MARIJUANA WAS BEING SMOKED WHEN I KNEW NOBODY ELSE WANTED TO LEAVE.'	S	S	S	S	S	S	S	S	S	S
	L	L	L	L	L	L	L	L	L	L
TOTAL SCALE:	S	S	S	S	S	S	S	S	S	S
	L	L	L	L	L	L	L	L	L	L

<<< EVA, PHASE III--SPRING 1973: NAME = ID = DATE RUN = 06/06/73. >>>

GOAL VII-A - CREATIVE ATTITUDE

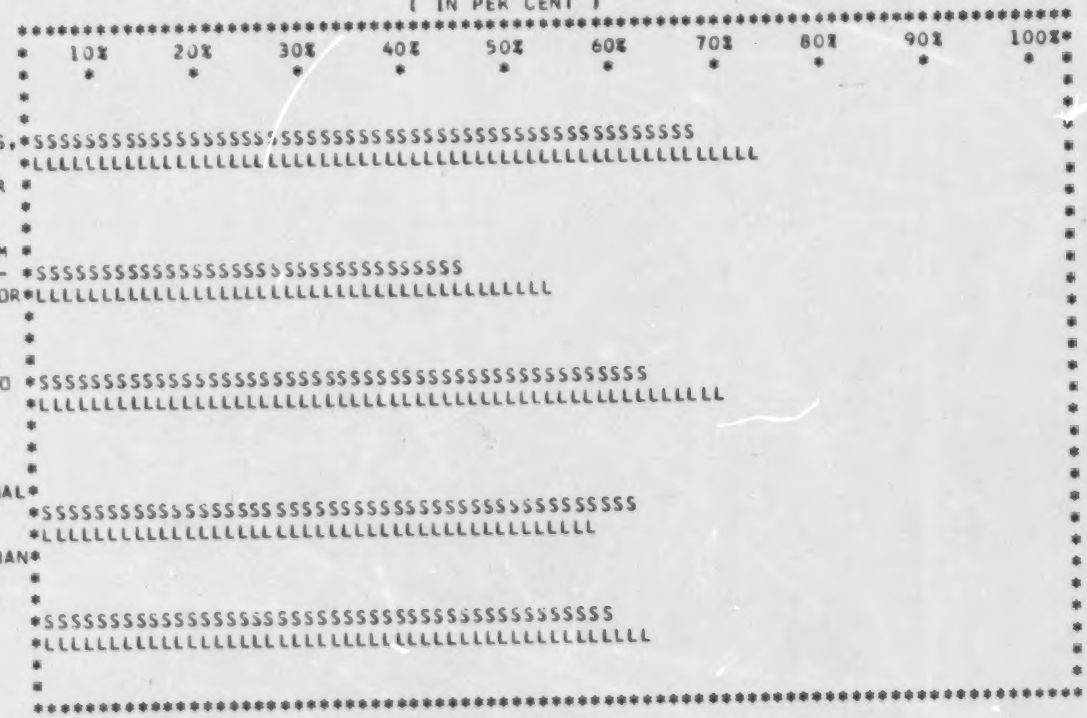
GENERAL SCALE DESCRIPTION:
LISTED ARE 36 ACTIVITIES WHICH REQUIRE ORIGINALITY IN THE AREAS OF VISUAL ARTS, PERFORMING ARTS, SCIENCE, AND WRITING. SAMPLE ACTIVITIES: (DONE AN ORIGINAL SCIENTIFIC EXPERIMENT USING LIVING THINGS; WRITTEN AN ORIGINAL POEM; MODELED AN OUTFIT USING YOUR OWN STYLE). RESPONSE OPTIONS GIVE SIX WAYS TO SHOW DEGREE OF INVOLVEMENT IN EACH ACTIVITY. OPTIONS ARE (1) NO, AND HAVE NOT WANTED TO, (2) NO, BUT HAVE WANTED TO, (3) YES, BUT WITH NO RECOGNITION, (4) YES, WITH TEACHER OR ADULT RECOGNITION, (5) YES, WITH SCHOOL-WIDE RECOGNITION AND (6) YES, WITH AREA-WIDE RECOGNITION.

CRITERION FOR FAVORABLE RESPONSE TO ITEMS:
RESPONSE CHOICES (2, 3, 4, 5 & 6) SHOW A WILLINGNESS TO BECOME INVOLVED IN THESE ACTIVITIES AND ARE CONSIDERED FAVORABLE. RESPONSE CHOICE (1) SHOWS A REJECTION OF PERSONAL INVOLVEMENT AND IS CONSIDERED TO BE UNFAVORABLE.

CREATIVE ATTITUDE PROFILE

STUDENTS DISPLAYING POSITIVE ATTITUDES ON SUB AND TOTAL SCALES
(IN PER CENT)

SUBSCALE DESCRIPTIONS AND SAMPLE ITEMS



VISUAL ARTS: WILLINGNESS TO USE OWN IDEAS AND DESIGN IN PAINTING, CRAFTS, PHOTOGRAPHY AND SCULPTURE-'PAINTED (WITHOUT NUMBER SET) IN OIL OR WATER COLORS.'

PERFORMING ARTS: WILLINGNESS TO PERFORM IN MUSIC, ACTING, SPORT OR MODELING-'PERFORMED USING AN ORIGINAL MAGIC OR NOVELTY ACT.'

SCIENCE: WILLINGNESS TO DO EXPERIMENTS IN SOCIAL & PHYSICAL SCIENCES AND TO DESIGN OR WORK WITH MECHANICAL OR ELECTRONIC GADGETRY-'BUILT A MODEL TO SHOW A SCIENTIFIC PRINCIPLE.'

WRITING: WILLINGNESS TO PRODUCE ORIGINAL WRITTEN PRODUCTS SUCH AS POEMS, JOKES, SKITS, ESSAYS, AND MUSIC-'WRITTEN AN ORIGINAL POEM (OTHER THAN SCHOOL ASSIGNMENT).'

TOTAL SCALE:

<<< EVA, PHASE III--SPRING 1973: NAME = ID = DATE RUN = 08/08/73. >>>

GOAL VII-P - CREATIVE PERFORMANCE

GENERAL SCALE DESCRIPTION:
TO GENERATE 'CREATIVE OUTPUT' SCORES A DIFFERENT SCORING SCHEME IS USED ON THE CREATIVITY SCALE DISCUSSED ON THE PREVIOUS PAGE.

CRITERION FOR FAVORABLE RESPONSE TO ITEMS:
RESPONSE CHOICES 3, 4, 5 AND 6 INDICATE THAT THE STUDENT HAS ACTIVELY PARTICIPATED IN THE CREATIVE ACTIVITIES AND THEREFORE ARE CONSIDERED FAVORABLE. RESPONSE CHOICES 1 AND 2 SHOW A LACK OF PERSONAL INVOLVEMENT IN THESE ACTIVITIES AND ARE CONSIDERED TO BE UNFAVORABLE.

CREATIVE PERFORMANCE PROFILE

SUBSCALE DESCRIPTIONS	PER CENT STUDENTS REPORTING ACTIVE PARTICIPATION
	10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
VISUAL ARTS: USING OWN IDEAS AND DESIGN WHEN ACTIVELY PARTICIPATING IN CRAFTS, PHOTOGRAPHY AND SCULPTURE.	SSSSSSSSSSSSSSSSSSSS LLLLLLLLLLLLLLLLLLLLLLLLL
PERFORMING ARTS: PERFORMING (FOR AUDIENCE) SELF-DEVELOPED ROUTINE IN MUSIC, ACTING, SPORT OR MODELING.	SSSSSSSSS LLLLLLLLLLLLL
SCIENCE: DOING EXPERIMENTS IN SOCIAL OR PHYSICAL SCIENCES AND DESIGNING MECHANICAL OR ELECTRONIC GADGETRY.	SSSSSSSSSSSSSS LLLLLLLLLLLLLLLLLLLLL
WRITING: PRODUCING ORIGINAL WRITTEN PRODUCTS SUCH AS POEMS, JOKES, SKITS, ESSAYS AND MUSIC	SSSSSSSSSSSSSSSSSSSSSS LLLLLLLLLLLLLLLLLLLLLL
TOTAL SCALE:	SSSSSSSSSS LLLLLLLLLLLLLLLL

<<< EQA, PHASE III--SPRING 1973: NAME = ID = DATE RUN = 08/08/73. >>>

GOAL VIII-A - VOCATIONAL ATTITUDE

GENERAL SCALE DESCRIPTION:
TWENTY-SIX ITEMS MEASURE ATTITUDE TOWARD WORK, CAREER CHOICE AND EFFORTS AT MAKING LONG RANGE EDUCATIONAL PLANS. NINE ITEMS REFLECT A POSITIVE VOCATIONAL ATTITUDE (E.G., I AM HAVING NO DIFFICULTY PREPARING MYSELF FOR WORK I WANT TO DO). SEVENTEEN ITEMS ARE WORDED TO REFLECT VOCATIONAL IMMATURITY (E.G., WHY TRY TO DECIDE UPON A JOB WHEN THE FUTURE IS SO UNCERTAIN?). RESPONSE OPTIONS ARE (1) AGREE, (2) MOSTLY AGREE, (3) MOSTLY DISAGREE AND (4) DISAGREE

CRITERION FOR FAVORABLE RESPONSE TO ITEMS:
OPTIONS (1) AND (2) ARE CONSIDERED FAVORABLE TO ITEMS SHOWING POSITIVE VOCATIONAL DEVELOPMENT. OPTIONS (3) AND (4) ARE CONSIDERED FAVORABLE TO ITEMS REFLECTING VOCATIONALLY IMMATURE ATTITUDES.

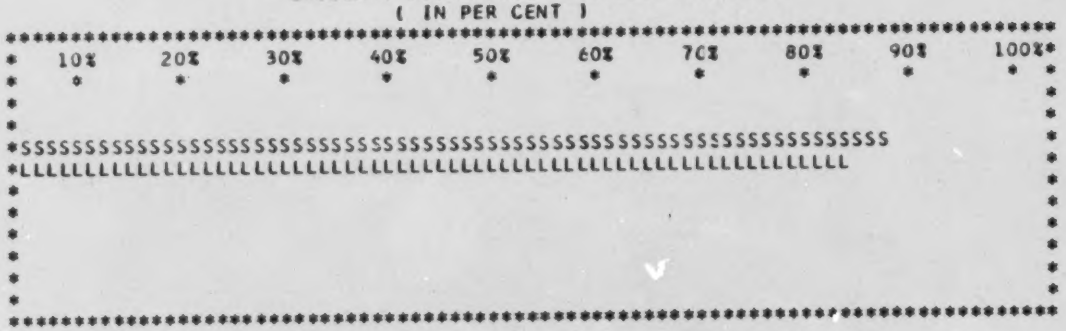
NOTE: BECAUSE RELATIVELY INDEPENDENT SUBSCALES WERE NOT EVIDENT IN FIELD-TEST RESULTS, ONLY INFORMATION BASED ON THE TOTAL SCALE IS PRESENTED BELOW.

VOCATIONAL ATTITUDE PROFILE

STUDENTS DISPLAYING POSITIVE ATTITUDE
(IN PER CENT)

SUBSCALE DESCRIPTIONS

TOTAL SCALE: BELIEF THAT WORKING IS IMPORTANT AND WILLINGNESS TO BEGIN PLANNING FOR FUTURE ROLE IN THE WORLD OF WORK-'I KNOW WHAT STEPS NEED TO BE TAKEN TO GET THE KIND OF WORK I WANT.'



<<< EQA, PHASE III--SPRING 1973: NAME = ID = DATE RUN = 08/08/73. >>>

GOAL VIII-K - VOCATIONAL KNOWLEDGE

GENERAL SCALE DESCRIPTION:
THIS 30-ITEM VOCATIONAL KNOWLEDGE TEST TAPS UNDERSTANDING OF SKILL, TRAINING AND EDUCATION REQUIREMENTS OF VARIOUS OCCUPATIONS. ITS MULTIPLE-CHOICE FORMAT REQUIRES STUDENTS TO SELECT THE MOST CORRECT ANSWER FROM FOUR ALTERNATIVES. SAMPLE QUESTION: WHICH ONE OF THE FOLLOWING CAN BE DONE ONLY BY A DOCTOR? ANSWERS: (A) GIVE SHOTS, (B) PRESCRIBE MEDICINE, (C) TAKE BLOOD PRESSURE AND (D) TAKE X-RAYS.

SCORING FOR SCALE:
ONE POINT IS GIVEN FOR EACH CORRECT ANSWER. TOTAL SCORE IS THE NUMBER OF CORRECT ANSWERS GIVEN BY THE STUDENT.

DISTRIBUTION OF SCORES:
THE BAR GRAPH BELOW PRESENTS A CUMULATIVE FREQUENCY DISTRIBUTION FOR STATE VS. LOCAL STUDENT SCORES ON THIS SCALE. THE LEFT HAND COLUMN DESCRIBES THE LOWER LIMITS OF EACH OF FOUR SCORING CATEGORIES USED.

CUMULATIVE FREQUENCY DISTRIBUTION: VOC. KNOWLEDGE

PER CENT OF STUDENTS MEETING OR EXCEEDING CUT-OFFS

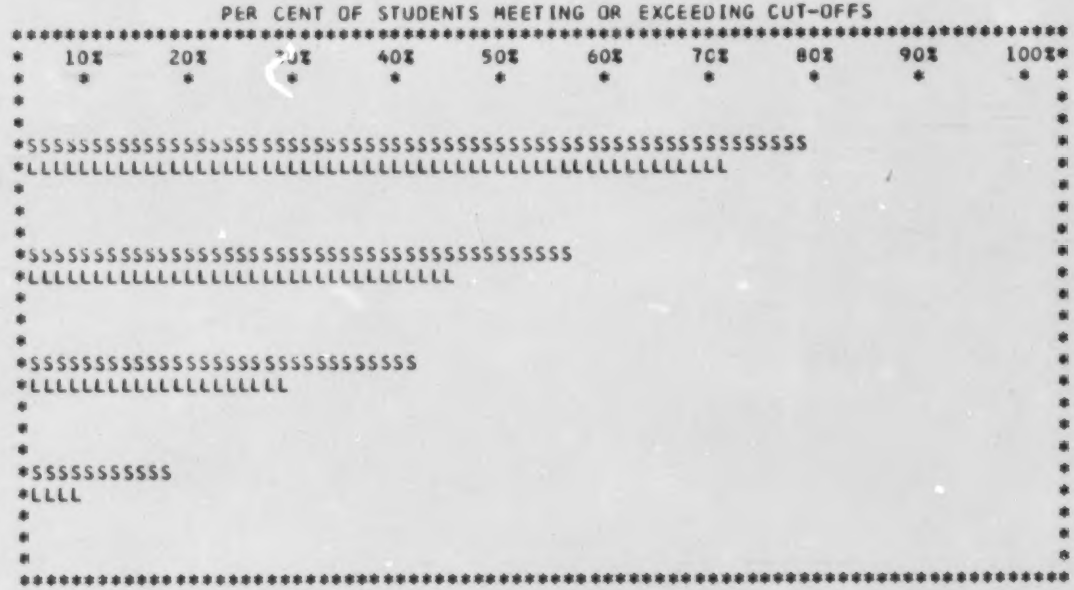
SCORING CATEGORIES

CATEGORY I: PER CENT SCORING 15 OR ABOVE. THOSE PASSING THIS CUT-OFF ARE ABOVE THE 21ST PERCENTILE FOR STUDENTS IN STATE.

CATEGORY II: PER CENT SCORING 19 OR ABOVE. THOSE PASSING THIS CUT-OFF ARE ABOVE THE 44TH PERCENTILE FOR STUDENTS IN STATE.

CATEGORY III: PER CENT SCORING 21 OR ABOVE. THOSE PASSING THIS CUT-OFF ARE ABOVE THE 59TH PERCENTILE FOR STUDENTS IN STATE.

CATEGORY IV: PER CENT SCORING 24 OR ABOVE. THOSE PASSING THIS CUT-OFF ARE ABOVE THE 82ND PERCENTILE FOR STUDENTS IN STATE.



<<< EQA, PHASE III--SPRING 1973: NAME = ID = DATE RUN = 08/08/73. >>>

GOAL IX - APPRECIATING HUMAN ACCOMPLISHMENTS

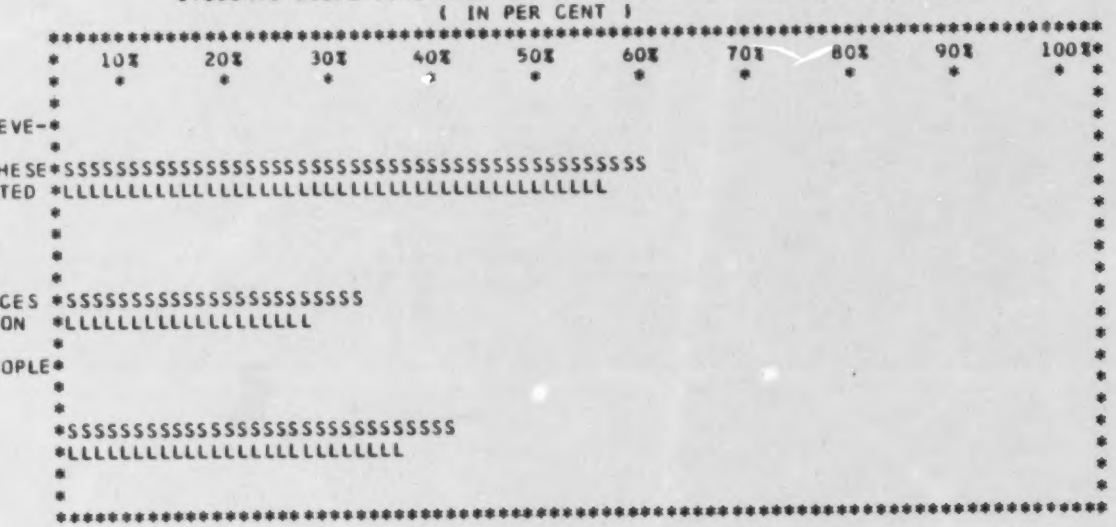
GENERAL SCALE DESCRIPTION:
ITEMS MEASURE HOW MUCH VALUE STUDENTS PLACE ON HUMAN ACHIEVEMENT IN THE ARTS AND SCIENCES AND THE DEGREE TO WHICH THEY ARE WILLING TO RECEIVE STIMULI THAT THESE ENDEAVORS PROVIDE. AREAS INCLUDED ARE LITERATURE, ART, ATHLETICS, POLITICS, SCIENCE, MUSIC AND DRAMA. SAMPLE VALUING ITEM: (ARTISTS DON'T CONTRIBUTE MUCH TO OUR WORLD). SAMPLE RECEIVING ITEM: (DURING MY FREE TIME I WOULD LIKE TO ATTEND A SESSION OF CONGRESS). RESPONSE OPTIONS ARE (1) AGREE, (2) UNCERTAIN AND (3) DISAGREE.

CRITERION FOR FAVORABLE RESPONSE TO ITEMS:
RESPONSE OPTION (1) IS CONSIDERED FAVORABLE TO ALL RECEIVING ITEMS AND TO THOSE 'VALUING' ITEMS WHICH DESCRIBE ACTIVITIES IN ARTS, SCIENCES, ETC. IN A POSITIVE LIGHT. OPTION (3) IS FAVORABLE IN RESPONSE TO NEGATIVELY STATED 'VALUING' ITEMS.

APPRECIATING HUMAN ACCOMPLISHMENTS PROFILE

STUDENTS DISPLAYING POSITIVE ATTITUDES ON SUB AND TOTAL SCALES
(IN PER CENT)

SUBSCALE DESCRIPTIONS AND SAMPLE ITEMS



VALUING: ATTACHING IMPORTANCE TO ACHIEVEMENTS IN THE ARTS AND SCIENCES AND VALUING ROLE PLAYED BY PEOPLE IN THESE AREAS-'MOST SCIENTISTS ARE INTERESTED ONLY IN MACHINES, NOT PEOPLE.'

RECEIVING: WILLINGNESS TO LEARN MORE ABOUT ACHIEVEMENTS IN THE ARTS AND SCIENCES, AND TO SEEK OUT EXPERIENCES WHICH PROVIDE FIRST-HAND INFORMATION ON WHAT PEOPLE IN THESE AREAS ARE DOING-'IT WOULD BE FUN TO WATCH PEOPLE PAINT AT AN ART STUDIO.'

TOTAL SCALE:

<<< EQA, PHASE III--SPRING 1973: NAME = ID = DATE RUN = 08/08/73. >>>

GOAL X - PREPARING FOR A CHANGING WORLD

GENERAL SCALE DESCRIPTION:
ITEMS MEASURE EMOTIONAL AND BEHAVIORAL REACTIONS TO CHANGE. THE SCALE'S FORMAT CONTAINS SEVEN STORIES DESCRIBING UNPLEASANT CHANGE SITUATIONS IN WHICH STUDENTS' EXPECTATIONS OR NEEDS ARE NOT MET. FIVE REACTIONS PRE-DEFINED AS INDICATING POSITIVE OR NEGATIVE ADAPTATION TO CHANGE ARE GIVEN FOLLOWING EACH STORY. SAMPLE STORY: 'SOMEONE IN MY CLASS CARVED A WORD IN MY DESK. THE TEACHER SAW IT AND MADE ME STAY AFTER CLASS. I SAID I DIDN'T DO IT, BUT THE TEACHER WOULDN'T BELIEVE ME. IF THIS HAPPENED TO YOU, HOW MUCH TIME WOULD YOU SPEND?...TRYING TO UNDERSTAND TEACHER'S POINT OF VIEW, TRYING TO GET BACK AT THE PERSON WHO DID IT.' RESPONSE OPTIONS ARE (1) NO TIME, (2) VERY LITTLE TIME, (3) SOME TIME AND (4) A GREAT DEAL OF TIME.

CRITERION FOR FAVORABLE RESPONSE TO ITEMS:
RESPONSE OPTIONS (1) AND (2) ARE CONSIDERED FAVORABLE TO ITEMS SHOWING NEGATIVE ADJUSTMENT TO CHANGE. OPTIONS (3) AND (4) ARE CONSIDERED FAVORABLE TO ITEMS REFLECTING POSITIVE ADAPTATION TO CHANGE.

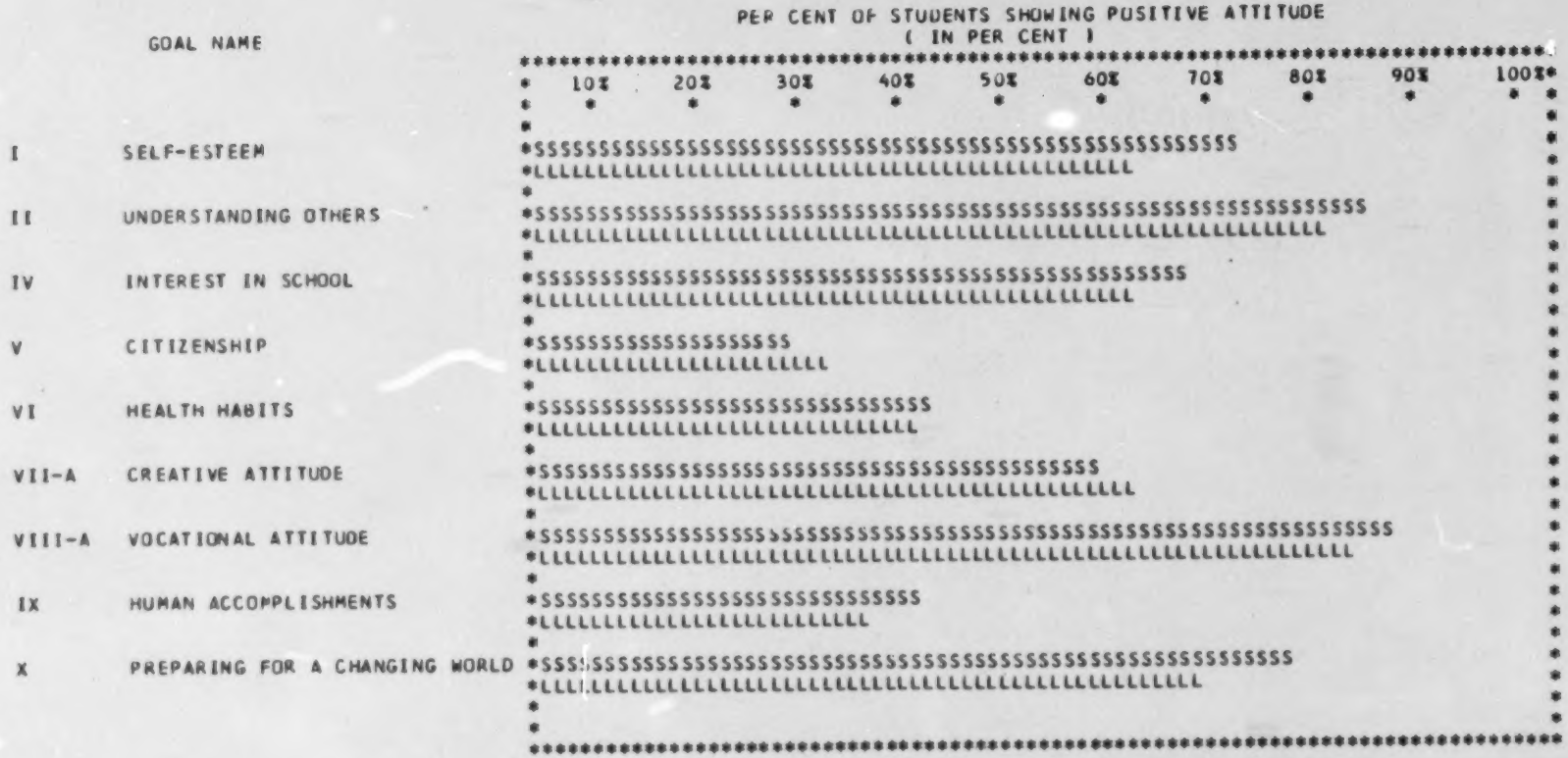
PREPARING FOR CHANGE PROFILE

STUDENTS DISPLAYING POSITIVE ATTITUDES ON SUB AND TOTAL SCALES
(IN PER CENT)

SUBSCALE DESCRIPTIONS AND SAMPLE ITEMS	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
USING EFFECTIVE SOLUTIONS: TENDENCY TO TRY SOLUTIONS REFLECTING POSITIVE ADJUSTMENT TO CHANGE-'IF MY PARENTS DECIDED TO MOVE, I'D READ ABOUT THE PLACE WE WERE MOVING TO.'	S	S	S	S	S	S	S	S	S	S
	L	L	L	L	L	L	L	L	L	L
REFRAINING FROM INEFFECTIVE SOLUTIONS: TENDENCY TO AVOID USE OF AGGRESSIVE OR WITHDRAWING REACTIONS IN FACE OF CHANGE-'IF I COULDN'T GET EXCUSED FROM SCHOOL FOR A TRIP, I'D STAY HOME.'	S	S	S	S	S	S	S	S	S	S
	L	L	L	L	L	L	L	L	L	L
EMOTIONAL ADJUSTMENT: PERCEPTION OF LENGTH OF TIME NEEDED TO EMOTIONALLY ADJUST TO CHANGE-'IF THIS HAPPENED TO YOU, HOW MUCH TIME WOULD YOU SPEND GETTING OVER BEING UPSET?'	S	S	S	S	S					
	L	L	L	L	L					
TOTAL SCALE:	S	S	S	S	S	S	S	S	S	S
	L	L	L	L	L	L	L	L	L	L

<<< EQA, PHASE III--SPRING 1973: NAME = ID = DATE RUN = 08/08/73. >>>

TOTAL SCALES FOR ATTITUDE


PER CENT OF STUDENTS SHOWING POSITIVE ATTITUDE
(IN PER CENT)
GOAL NAME
10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
I SELF-ESTEEM
II UNDERSTANDING OTHERS
IV INTEREST IN SCHOOL
V CITIZENSHIP
VI HEALTH HABITS
VII-A CREATIVE ATTITUDE
VIII-A VOCATIONAL ATTITUDE
IX HUMAN ACCOMPLISHMENTS
X PREPARING FOR A CHANGING WORLD

<<< EQA, PHASE III--SPRING 1973: NAME = ID = DATE RUN = 08/08/73. >>>

SUMMARY OF CRITERION REFERENCED INFORMATION

PER CENT OF STUDENTS SHOWING POSITIVE ATTITUDES ON EACH SUBSCALE AT THREE CRITERION LEVELS (35,51, AND 70)

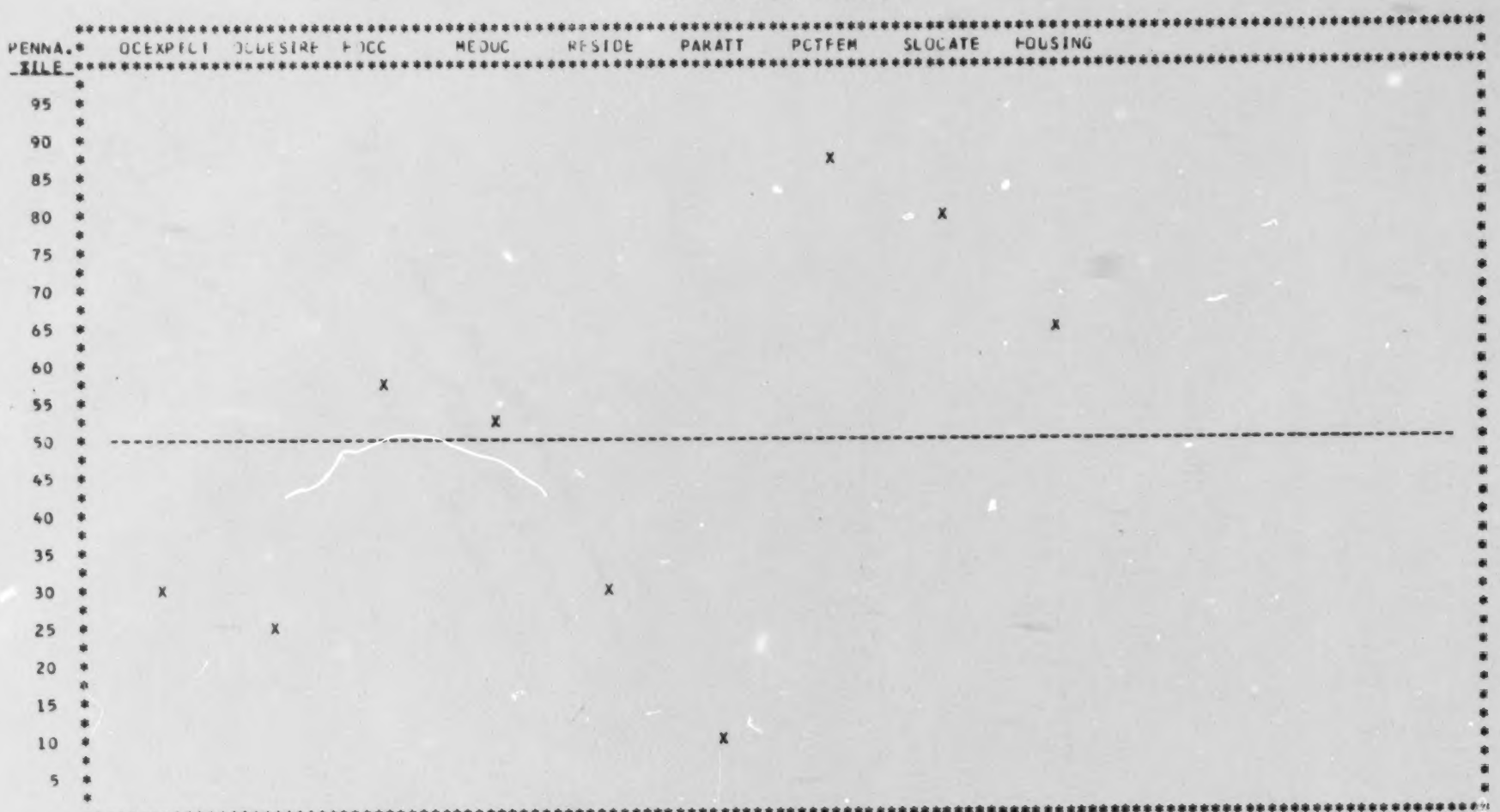
Per cent of students who answered favorably at least 35% of the items, etc. →

GOAL	SUBTEST NAME	CRITERION LEVELS					
		35%		51%		70%	
		STATE	LOCAL	STATE	LOCAL	STATE	LOCAL
I	SELF CONFIDENCE	83%	80%	61%	45%	47%	27%
	FEELING OF CONTROL OVER ENVIRONMENT	95%	95%	76%	67%	60%	45%
	RELATIONSHIPS WITH OTHERS	90%	90%	67%	63%	52%	42%
	SELF-IMAGE IN SCHOOL	78%	74%	53%	45%	40%	30%
	TOTAL SCALE	93%	94%	72%	62%	38%	22%
II	RACE	88%	91%	73%	76%	55%	58%
	RELIGION	80%	74%	64%	58%	46%	42%
	SOCIOECONOMIC STATUS	93%	89%	83%	75%	64%	52%
	INTELLIGENCE	93%	94%	79%	78%	49%	46%
	HANDICAP	86%	86%	71%	76%	51%	53%
	TOTAL SCALE	98%	99%	85%	81%	43%	38%
IV	ATTITUDE TOWARD LEARNING	88%	89%	76%	74%	48%	47%
	ATTITUDE TOWARD SCHOOL	74%	72%	58%	54%	34%	27%
	TOTAL SCALE	86%	84%	67%	63%	41%	38%
V	WELFARE AND DIGNITY OF OTHERS	60%	63%	39%	40%	17%	16%
	RESPECT FOR LAW AND AUTHORITY	51%	58%	30%	38%	13%	16%
	RESPONSIBILITY AND INTEGRITY	52%	59%	29%	34%	14%	15%
	TOTAL SCALE	58%	66%	29%	33%	11%	12%
VI	PERSONAL HEALTH	66%	67%	33%	32%	13%	11%
	SAFETY	55%	55%	38%	35%	19%	17%
	DRUGS	77%	81%	65%	69%	41%	44%
	TOTAL SCALE	74%	79%	43%	41%	16%	13%
VII-A	VISUAL ARTS	79%	83%	68%	74%	40%	45%
	PERFORMING ARTS	59%	67%	45%	54%	22%	27%
	SCIENCE	75%	79%	62%	70%	35%	42%
	WRITING	73%	68%	61%	57%	33%	36%
	TOTAL SCALE (ATTITUDE)	83%	84%	59%	63%	28%	37%
VIII-A	VOCATIONAL ATTITUDE	99%	99%	88%	84%	49%	48%
IX	VALUING	82%	80%	60%	56%	19%	18%
	RECEIVING	55%	49%	32%	27%	8%	5%
	TOTAL SCALE	75%	70%	41%	36%	11%	8%
X	USING EFFECTIVE SOLUTIONS	91%	91%	75%	72%	36%	34%
	REFRAINING FROM INEFFECTIVE SOLUTIONS	91%	88%	78%	71%	46%	36%
	EMOTIONAL ADJUSTMENT	62%	55%	47%	41%	21%	14%
	TOTAL SCALE	95%	95%	78%	69%	31%	20%

<<< FQA, PHASE III-SPRING 1973: NAME = ID = DATE RUN = 08/06/73. >>>

4. SES PROFILE:

SES CONDITION VARIABLES



	OCEXPECT	OCDESIRE	FOCC	MEDUC	RESIDE	PARATT	PCTFEM	SLOCATE	HOUSING
ACTUAL %ILE/ VALUE	31 40.93	25 46.39	57 35.31	53 3.96	30 1.76	10 5.15	88 54.35	80 4.00	64 3.65

SES = C.2186

Appendices

APPENDIX A

COMMONWEALTH OF PENNSYLVANIA - DEPARTMENT OF EDUCATION

DATE

SCHOOL INFORMATION

JUNIOR HIGH - QUALITY ASSESSMENT PROGRAM

DEBC-1185 (11/72)

INSTRUCTIONS: The questions which follow refer to the particular school which is participating in the Quality Assessment Program. The name and number of the school appear below. Please answer the questions as accurately as you can since the accuracy of these answers is of utmost importance to your school's assessment program. Mark your answers as shown in examples. Examples: If answer is 5 = [0][0][0][5]. If answer is 53 = [0][0][5][3]. If answer is 504 = [0][5][0][4].

NAME OF SCHOOL	SCHOOL DISTRICT	SCHOOL EQA NUMBER (1-3)

1.	Total 9th grade enrollment of this school building as of December 1, 1972.	GRENROLL	(4-7)
2.	Per cent attendance of the 9th grade of this school for 1971-72 school year.	PCTATTEN	(8-9)
3.	Number of full-time teachers in 1970-71 school year. [Leave blank if building was not in operation.]		(10-12)
4.	Number of full-time teachers in 1970-71 school year who did not return to teaching in the building for 1971-72 school year.	THOLDPOW	(13-15)
5.	Number of full-time teachers in 1971-72 school year.		(16-18)
6.	Number of full-time teachers in 1971-72 school year who did not return to teaching in the building for 1972-73 school year.		(19-21)
7.	Approximately what percentage of the residences in the area served by your school are best described as: (Total of a to f must add up to 100%)		
	a. Expensive homes	HOUSING	(22-24)
	b. Moderate priced homes		(25-27)
	c. Low cost homes		(28-30)
	d. High rental apartments		(31-33)
	e. Moderate rental apartments		(34-36)
	f. Low rental apartments		(37-39)

8. This school is located: (check one) SLOCATE

(1) In a rural area (1)

(2) In a small town (less than 10,000 people) (2)

(3) In a residential suburb (3)

(4) In an industrial suburb (4)

(5) In a city with 10,000 to 100,000 people (5)

(6) In a residential area of a larger city (over 100,000) (6)

(7) In the inner part of a larger city (over 100,000) (7)

PERSON COMPLETING FORM	DATE	AREA CODE - PHONE NUMBER

CONTINUE ON OTHER SIDE

CHECK EVERY GRADE LEVEL HOUSED IN SCHOOL BUILDING

5	6	7	8	9	10	11	12

HERE IS A LIST OF SOME RELATIVELY NEW EDUCATIONAL PRACTICES. FOR EACH PRACTICE CHECK THE APPROPRIATE BLOCK AS IT PERTAINS TO THE PARTICIPATING SCHOOL. INNOVATE	HAVE NEVER TRIED IT 1	HAVE TRIED BUT DO NOT USE IT 2	USE IT OCCASIONALLY 3	USE IT REGULARLY 4
INDEPENDENT STUDY. Regularly scheduled work by individual pupils with a minimum of teacher direction. (41)				
NONGRADED CLASSES. Pupils are assigned to classes on the basis of ability without regard to traditional one-year steps. (42)				
TEACHER AIDES/LAY READERS. Regular employment of persons to assist the teacher in the classroom or in administrative and other nonteaching functions. (43)				
COMMUNITY RESOURCES. The use of persons and places in the community as teachers and learning facilities. (44)				
PROGRAMMED INSTRUCTION. The use of educational material so designed that pupils work at their own pace through sequential steps, receiving immediate indication of the correctness of response he has given to programmed questions. May or may not involve mechanical devices or *"machines."* (45)				
OPEN CLASSROOMS. The teacher functioning as a guide and facilitator of learning, brighter children assisting those less bright, independent study, child-initiated activity, integrated curriculum, children progressing at their own rate. (46)				
INSTRUCTIONAL TELEVISION. Regularly scheduled in-class viewing of televised instruction coordinated with instruction on the same material by the classroom teacher. (47)				
FLEXIBLE SCHEDULING. Situation in which class size, length of class meetings, number and spacing of classes are varied according to an assessment of the nature of the subject, type of instruction, and ability and interest of students. (48)				
STUDENT TUTORING PROGRAM. Students who excel in a given subject area volunteer to help students having difficulty in that area. (49)				
LANGUAGE LABORATORY. Audio equipment arranged to permit individual members of a foreign language class to hear speech, practice speaking and hear play back. (50)				
OUTDOOR EDUCATION. A program which integrates nature study, outdoor living, pond ecology, entomology, conservation, etc., into the regular curriculum. (51)				
OTHER (SPECIFY)				
	1	2	3	4

INSEXADM INSEXADM (52-54)

FOR BUREAU USE ONLY

ADM (55-57)

CAPACITY (58-60) **ENROLCAP**

APPENDIX B
TEACHER QUESTIONNAIRE

School Name _____ District Name _____

INSTRUCTIONS: The information received will be aggregated and reported as relationships to student achievement. No individuals will be identified and no individual information will be reported. Respond to the items by blackening the appropriate space.

EXAMPLE: Are you a teacher? Yes● No○ USE A NO. 2 PENCIL ONLY.

Where have you spent most of your life?

TLOCALE

- Outside this state ○
- In this state, but outside this town, city, or immediate area ○
- In this town, city, or immediate area ○

If you had the opportunity now or later, would you like to:

TCAREER

- Take a position outside education ○
- Take a position in education other than classroom teacher ○
- Continue as a classroom teacher ○

In your teaching situation how satisfied are you with your relationships with:

		Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
Parents and parent groups	TSATPAR	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Fellow staff members	TSATFS	Ⓐ	Ⓑ	Ⓒ	Ⓓ
The school principal	TSATPRIN	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Students	TSATST	Ⓐ	Ⓑ	Ⓒ	Ⓓ

Mark the answers which best describe your feelings about the comments below:

#1–7: PERSAD **#8–10: PERDAD**

	Always true	Usually true	Sometimes true	Seldom true	Never true
1. The administration in this school listens to teachers' complaints	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
2. The administration in this school acts decisively on suggestions from the faculty	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
3. The administration in this school supports the disciplinary measures of the teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
4. The administration in this school encourages classroom innovation with real, practical support	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
5. The administration in this school is concerned with real student progress as opposed to token programs which only appear to be progressive	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
6. The administration of this school is more concerned with real student progress than with quiet, orderly classrooms	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
7. The administration of this school encourages teacher initiative in regard to new programs, as opposed to handing down decisions which the teachers then must carry out	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
8. The central administration of this district treats teachers as professional, contributing members of the staff	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
9. Teachers can expect support for their classroom policies from the central administration of this district	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
10. The central administration of this district is effective in setting realistic program goals	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

Here is a list of some classroom teaching practices. For each practice check the appropriate column as it pertains to you.

CLPRACT

	I use it regularly	I use it occasionally	I do not use it
Pupil participation in lesson planning	Ⓐ	Ⓑ	Ⓒ
Pupil participation in classroom teaching	Ⓐ	Ⓑ	Ⓒ
Having pupils work in small learning teams	Ⓐ	Ⓑ	Ⓒ
Role playing (acting out situations)	Ⓐ	Ⓑ	Ⓒ
Use of games to aid learning	Ⓐ	Ⓑ	Ⓒ
Pupil evaluation of classroom climate	Ⓐ	Ⓑ	Ⓒ
Pupil participation in developing classroom rules	Ⓐ	Ⓑ	Ⓒ
Involving pupils in community projects	Ⓐ	Ⓑ	Ⓒ
Utilizing local citizens as resource personnel	Ⓐ	Ⓑ	Ⓒ
Pupils as helpers or tutors of other pupils	Ⓐ	Ⓑ	Ⓒ
Others	Ⓐ	Ⓑ	Ⓒ

DISCREP

In general, what do you feel is the relative influence each of the following groups or persons <u>has</u> on educational matters in your school?

	A great deal	Considerable	Some	Little	None
Local school board	A	B	C	D	E
Superintendent	A	B	C	D	E
Principal of your school	A	B	C	D	E
You yourself	A	B	C	D	E
Teachers	A	B	C	D	E
Students	A	B	C	D	E
Parents	A	B	C	D	E
Teacher organizations	A	B	C	D	E

How much relative influence do you think these groups or persons <u>ought to have</u> in determining educational matters in your school?

	A great deal	Considerable	Some	Little	None
Local school board	A	B	C	D	E
Superintendent	A	B	C	D	E
Principal of your school	A	B	C	D	E
You yourself	A	B	C	D	E
Teachers	A	B	C	D	E
Students	A	B	C	D	E
Parents	A	B	C	D	E
Teacher organizations	A	B	C	D	E

Surveys of school problems show a number of things reported by teachers as reducing the effectiveness of the school. Below is a partial list of these problems. Mark Y (yes) for those situations that constitute a problem in your school. Mark N (no) for those that do not constitute a problem in your school.

PERLERAT

	Yes	No
a. The home environment of the students is not good	Y	N
b. Pupils are not well fed and well clothed	Y	N
c. The different races or ethnic groups don't get along together	Y	N
d. Parents attempt to interfere with the school	Y	N
e. There is [illegible] much competition for grades	Y	N
f. There is too much emphasis on athletics	Y	N
g. There are too many absences among students	Y	N
h. The classes are too large for effective teaching	Y	N
i. There shou'd be a better mixture, the students are all too much of one type	Y	N
j. Too much time has to be spent on discipline	Y	N
k. The students aren't really interested in learning	Y	N
l. There is a lack of effective leadership from the school administration	Y	N
m. The parents put too much pressure on the students for good grades	Y	N
n. The teachers don't seem to be able to work well together	Y	N
o. Teachers have too little freedom in such matters as textbook selection, curriculum, and discipline	Y	N
p. There is too much student turnover	Y	N
q. The parents don't take enough interest in their children's school work	Y	N
r. We have poor instructional equipment: supplies, books, laboratory equipment, etc.	Y	N
s. There are too many interruptions during class periods	Y	N
t. There is too much teacher turnover	Y	N
u. There is too much turnover of administrators	Y	N

What is your average <u>class</u> size?
(Exclude supervisory duties such as study hall.)

STAFFP

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

COMPUTER USE ONLY

0	0	0	0	C
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

Following is a list of statements which reflect certain feelings and attitudes of teachers. Some items represent descriptions which might apply to you as a person while others attempt to tap your feelings about specific issues and situations.

TSRELATE

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I often find it necessary to keep my real feelings from the students	A	B	C	D
2. Admitted student drug users should be reported to the proper authorities	A	B	C	D
3. Teacher control in the classroom has been seriously eroded over the past few years	A	B	C	D
4. Students often relate personal problems to me	A	B	C	D
5. Teachers would best limit the help they offer students to academic matters in their particular subject matter area	A	B	C	D
6. I share many common interests with my students	A	B	C	D
7. Students often seek me out to ask for my advice and counsel	A	B	C	D
8. If I really care for an individual student, it is better not to show it in front of other children	A	B	C	D
9. It is generally better to refer students with personal problems than to try to help them myself	A	B	C	D
10. I often find I become emotionally involved in my students' problems	A	B	C	D
11. Many student problems are too complex for the school to handle	A	B	C	D
12. I try to encourage students to share their personal problems with me	A	B	C	D
13. I encourage students to discuss highly controversial subjects in my class	A	B	C	D
14. I consider myself a "student advocate" in terms of their individual rights	A	B	C	D

APPENDIX C

NORMAL CURVE WITH Z-SCORES AND PERCENTILE EQUIVALENTS